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Diversity and Divergence: Inclusion through Sport for Ethnic Minority Young People

by

Julie Fimusanmi

A Doctoral Thesis submitted in partial fulfilment of the requirement

for the award of

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August, 2010

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Abstract

This thesis examines the perceived benefits of sport for ethnic minority young people in the context of social exclusion. The broad constructs of social exclusion are examined whilst drawing together evidence of how individuals experience exclusion in contemporary Britain. Throughout reference is made specifically to a broad spectrum of ethnic minorities and the experiences they endure due to the distinctive combination of socio-economic factors and race.

The claim that sport has the potential to address social exclusion through empowering individuals and creating community cohesion is examined. The link between education and exclusion is regarded as one of the key determinants with the potential to either positively or adversely affect the likelihood of ethnic minorities becoming excluded (Parekh, 2000). Therefore understanding the relationship between education and exclusion is key in examining the claim that sport can be used to address social exclusion in a group who are more likely to be excluded from both sport and education in the first place.

In order to achieve the research aim a mixed method approach was utilised. By combining a flavour of grounded theory modelling, plus adopting a critical realist stance, provided an opportunity for the subject matter to be recorded and analysed in order to gain an understanding of social life and interaction.

The research was carried out within the Arches School Sports Partnership in north Sheffield. By contextualising the programme, it was possible to investigate the young peoples' responses and understandings of the sport within these parameters, identify and interview key stakeholders, sports deliverers and community practitioners. Additionally the views of the young people from a range of ethnic minorities were sought through a questionnaire and more detailed interviews.

The results of the study illustrated the diverse range of views expressed by individuals. The ethnic minority young people revealed a greater degree of diversity in relation to hyphenated identities, which was closely linked to role or place of religion in their lives, particularly for the Muslims. All of the young people, regardless of their ethnicity, perceived exclusion as part of their lives in one form or another, which was expressed in diverse first-hand experiences, stemming from anti-social behaviour. Their perceptions of the use of sport to tackle wider social issues was the most negative response of all those interviewed. Whilst they believed there is a correlation between sport and social exclusion, and, along with other structured activities, could potentially positively affect their lives, in that if they had more to do in their spare time they would they be less susceptible to being involved in anti-social behaviour and thereby being excluded from society.

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The adults demonstrated a range in levels of knowledge and understanding of exclusion and how it may affect young people. However, whilst the deliverers were very positive about sport's

potential use, citing a strong positive correlation between involvement in sport and improved behaviour management they believed multi-agency working and a variety of different agendas, were a potential conflict to successful outcomes from all young people. In comparison community practitioners were very knowledgeable about exclusion issues and generally positive of sport's potential use, though were keen to promote a multi-agency approach in order to achieve success, and expressed scepticism about sport being used as a purely diversionary tactic

In addition to diversity within each group, there were also differences between the perceptions of understandings of young people and adults, demonstrating the degree of diversity in the research findings.

Acknowledgment

There are a number of people I would like to thank, as completing this thesis has been a real team effort, and would have been impossible if not for their invaluable help and support. Firstly special thanks must go to my supervisor Tess Kay who guided me through the project. Thanks also to work colleagues and friends who have encouraged and motivated me throughout, plus a special mention for Colin and Jackie for their expertise. Immeasurable thanks must go to all the staff and students who were willing volunteers and participated in the study. Finally, thank you to my dad for his unending support in his own inimitable style, and to Tony for his unconditional love and support.

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Abbreviations

ADO	Athletics Development Officer
AOTTS	Adults other than Teachers in School
BCS	British Crime Survey
BCS	British Crime Survey
BHPS	British Panel Household Survey
BME	Black and Ethnic Minority
BSF	Building Schools for the Future
CPD	Continuing Professional Development
CRE	Commission for Racial Equality
DCMS	Department for Culture Media and Sport
DfES	The Department for Education and Skills
EIS	English Institute of Sport
EWO	Education Welfare Officer
FC	Football Club
FE	Further Education
G&T	Gifted and Talented
GCSE	General Certificate of Secondary Education
IMD	Index of Multiple Deprivation
LEA	Local Education Authority
LFS	Labour Force Survey
NEET	Not in education, employment or training
NGB	National Governing Body
NJSP	National Junior Sports Programme
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education
ONS	Office for National Statistics
OSHL	Out of Schools Hours Learning
PAT	Policy Action Team
PDM	Partnership Development Manger
PE	Physical Education
PESSCL	Physical Education School Sport Club Links
PESSYP	Physical Education and Sport Strategy for Young People
PFI	Private Finance Initiative
PLT	Primary Link Teacher

PSP	Partnership School Programme
SCAIS	Sheffield Community Access and Interpreting Service
SEN	Special Educational Needs
SEU	Social Exclusion Unit
SLT	Senior Leadership Team
SSCo	School Sports Co-ordinator
SSP	School Sports Partnership
SSSA	Senior Sports Strategy Advisor
SYCSP	South Yorkshire County Sports Partnerships
UK	United Kingdom
USA	United States of America

Chapter 1: Introduction

1.1 Introduction

This thesis examines the perceived benefits of involvement in sport for ethnic minority young people in the context of social exclusion. This introduction provides the reader with a context within which this research is set, in relation to the use of sport to tackle social exclusion issues amongst young people. The chapter serves to introduce the key themes of social exclusion, sport and young people and their perceptions of the use of sport to address social exclusion. This is followed by a detailed profile of ethnic minority young people who are the recipients of sports activity focussed on in this research. An overview of the study is provided, detailing the aim and objectives, plus an outline of the structure of the thesis.

1.2 Introduction to the Research Topic

1.2.1 Social Exclusion

Levitas (1996) believed that the term social exclusion is merely a fashionable or politically correct way of talking about poverty. Later research by Watt & Jacobs (2000) suggests, however, that it is a useful term in encompassing a concept of polarization, differentiation and inequality, while Castells (2000) believes that social exclusion is a process rather than a fixed condition. Despite the differences detailed in the research, there is also a great deal of commonality shown (Burchardt, Le Grand, J, & Piachaud, 1999; Cattle 2001; Jarman 2001). Definitions of social exclusion are diverse, but broadly encompass dimensions such as unemployment, poor skills, low incomes, poor housing, high crime environments and poor health. Within UK policy the range of parameters used to define social exclusion have been crime, health, education and employment. Despite these commonalities, understandings of social exclusion have been shown to vary from strategic policy level to delivery, and among those who experience it.

The research took place during the years of 'New Labour' governments. An examination of the political landscape since the 1997 election of the first New Labour Government showed that exclusion developed as a core policy focus, and revealed the emergence of a new rhetoric of social exclusion. With an historical legacy of growing social inequality, Labour acknowledged that one in three children were living in poverty and that long-term unemployment, particularly youth unemployment, was unacceptably high. Additionally, there was an appreciation of the growing numbers of people suffering extreme problems, such as homelessness and rough sleeping. From the outset, the principal focus was children and young people, who were recognized as being especially vulnerable to the effects of social exclusion. Multiple problems, such as skipping important stages of their education, poor literacy and high parental unemployment were seen to adversely affect their long-term prospects, potentially contributing to a leaning towards homelessness, mental health problems and chronic debt (Social Exclusion Unit (SEU), 2004). Consequently, the dominant core policy paradigm of the early years of the Blair government simultaneously targeted both education and poverty, which were regarded as

being intrinsically linked. Hence, the promotion of moral, urban and economic regeneration was reflected in the commitment to address social exclusion (Houlihan and White, 2002). Furthermore, urban regeneration initiatives had the theme of exclusion/inclusion at their centre, led by the SEU. The 1998 National Strategy for Neighbourhood Renewal and subsequent strategies, had the theme of community self help and capacity building along with collaborative efforts to tackle social exclusion running through it.

The link between education and exclusion is of particular relevance to this study, as education has been seen by many (e.g. Modood and Acland, 1998; Parekh, 2000) as one of the key determinants with the potential to either positively or adversely affect the likelihood of ethnic minorities becoming excluded. Understanding the relationship between education and exclusion is key, as this research is set within the educational context, where sport is delivered in part through physical education, and the young people whose perceptions are sought are all in full-time education.

In focussing this study on ethnic minority young people, a number of issues arise. The concepts of race, diversity, difference and inequality have been extensively examined. Much of the evidence shows racial thinking in terms of the biological superiority of some races over others, and that racial thinking has often been idealised, transcending images of culture, religion and national identity (Mason, 2000). However, it has been recognised by the wider academic and policy community that the notions of race and racism are fundamental to the lives and experiences of many minority communities. The added dimension of racism and inequality arising from it is one, which has been shown to strongly influence the potential extent of exclusion. Social exclusion is not evenly experienced, with certain groups being more vulnerable to it, and this is exemplified in this chapter with census and educational data, which reveals that ethnic minorities are particularly likely to suffer from multiple factors of social exclusion.

It is claimed that sport has the potential to address social exclusion and it has been mooted that it can empower individuals, create community cohesion and aid neighbourhood renewal (DCMS, 2001). The focus of this thesis is on the experiences of ethnic minority groups, because of the additional likelihood of their being excluded from school, and that they are statistically less likely to participate in sport than their white counterparts. For this section of the population, the research examines the claim that sport can be used to address social exclusion in a group who are more likely to be excluded from both sport and education in the first place.

1.2.2 The Use of Sport

The past two decades have witnessed an increase in the resources invested in sport by both the government, and a range of agencies, claiming that sport can be used to tackle exclusion issues (SEU, 1999; DCMS, 2001). In the political push to link sport and the arts to community regeneration and urban renewal, many researchers have arrived at similar conclusions; that despite anecdotal accounts and case studies, there is little 'hard evidence' or longitudinal data that confirm the social benefits involved in linking sport and the arts with reducing exclusion (Long & Sanderson, 1998; Coalter, Allison & Taylor, 2000; Hull, 2004).

A number of substantial evaluations of sports programmes have been undertaken. The Positive Futures Programme is an example of an initiative that used sport to reduce crime and re-offending and which has been evaluated to assess its effectiveness. Three years after its creation, it is believed to have shown real signs of success (Positive Futures, 2003). As a diversionary programme, the Positive Futures Impact Report claimed that there had been a general reduction in both perceived and recorded local crime and 'nuisance behaviour' during the period of the programmes. However, authors such as Jarvie (2006) caution that the impacts varied between individuals and, as with other programmes, Positive Futures appeared to work best in partnership with other projects (especially youth services) as part of a wider system of support.

It is apparent that there is a need to further study the perceived and actual relationships between sport and exclusion. Much of the research is characterised by admitted methodological difficulties (e.g. a lack of control groups; complex relationships between cause and effect; diversity in the measures used; a lack of longitudinal research). Smellie and Crow (1991) and Hylton (2009) suggest that where programmes are based on certain assumptions about sport – primary (environmental) and secondary (targeting 'at-risk' youth) prevention and tertiary (rehabilitation) programmes, that each requires different methods of evaluation, although these approaches should be based on a realist approach, using logic models which outline programme assumptions. This indicates a need for further study based on evaluating schemes, outcomes and impacts.

Some researchers, such as Hull (2004), also believe there is a fundamental gap between aims and objectives and the actual benefits to participants. The lack of long-term analysis also affects the validity of the results. The short-term goals do not necessarily translate into long-term life changes, away from a life of crime, drugs or low employment levels, for example. Despite encouraging evidence of successful practice, Positive Futures acknowledged a need for further and ongoing research. There was also sparse evidence of an impact on the wider patterns and trends within the communities where the projects were geographically based.

Long et al (2002) collected evidence from fourteen projects which were using cultural activities to promote social inclusion and reported that the projects claimed benefits in relation to empowerment, social exchange and citizenship; however, little evidence of the actual or perceived impact on young people was recorded. The projects were assessed against their own aims and objectives, and it was noted that assessment and complex evaluation was difficult to conduct due to the lack of resources. It was intimated that some of the projects were in danger of being constructed to meet the needs of policy criteria, rather than the needs of the community. Project personnel claim that the timescales for success were too short and that there was a lack of effective education or empowerment beyond the timescales of the project. This indicates the difficulties of measuring the actual impact on individuals, local communities and the longer-term effects.

1.2.3 Ethnic Minority Groups in the UK

It was estimated that during 2007 the UK was home to almost 60 million people, with an average age of 38.4 years (ONS, 2009). Since the early 1900s net international migration into the UK from abroad has been an increasingly important factor in population change and it has been open to much political and public debate. Despite fears that immigration was spiralling out of control, data from the 2001 census indicated that only 4.6 million (or 7.9%) people belong to a minority group (National Statistics, 2004).

In 2001, around half of the non-white population were Asians of Indian, Pakistani, Bangladeshi or other Asian origin. A further quarter were black (Black Caribbean, Black African or Other Black), and 15% of the non-white population were from the mixed ethnic group. About a third of this group were from white and black Caribbean backgrounds. However, it should be noted that these broad categories served to disguise the true diversity of the multiple ethnic groups, or to acknowledge the broad range of hyphenated identities, which are increasingly adopted by young people (Sirin & Fahy, 2006; Modood, 2007). Table 1.1 shows that Indians were the largest single ethnic group, followed by Pakistanis, those of mixed ethnic backgrounds, Black Caribbean, Black African and then Bangladeshi. The remaining minority ethnic groups each accounted for less than 0.5% of the UK population and cumulatively accounted for a further 1.4%.

In most non-white ethnic groups in Britain, the majority of people described their national identity as either British, English, Scottish, Welsh or Irish. This included 87% of people from the mixed group, 81% of the Other Black group, 80% of the Black Caribbean group, and three quarters of the Indian, Pakistani and Bangladeshi groups. In contrast, people from the White British group were more likely to describe their national identity as English. The opposite was true of the non-White groups, who were far more likely to identify themselves as British. For example, two thirds of Bangladeshis said they were British, which may subconsciously reflect feelings of allegiance.

Table 1.1 The UK population: by ethnic group, April 2001

United Kingdom	Total population		Ethnic Minority population
Ethnic Category		%	%
White	54,153,898	92.1	n/a
Mixed	677,117	1.2	14.6
Asian or Asian British			
Indian	1,053,411	1.8	22.7
Pakistani	747,285	1.3	16.1
Bangladeshi	283,063	0.5	6.1
Other Asian	247,664	0.4	5.3
Black or Black British			
Black Caribbean	565,876	1.0	12.2
Black African	485,277	0.8	10.5
Black Other	97,585	0.2	2.1
Chinese	247,403	0.4	5.3
Other	230,615	0.4	5.0
All minority ethnic population	4,635,296	7.9	100
All population	58,789,194	100	n/a
Source: Census, April 2001, Office for National Statistics			

Given the character of migration to the United Kingdom, the ethnic minority population in the early 2000s was unevenly spread geographically. Minorities were overwhelmingly resident in the most urbanized and densely populated areas. In 2001, 45% lived in the London region and 12% in the West Midlands, where they comprised 29 per cent of all residents. ONS (2001, 2008) highlighted the tendency for specific ethnic minority populations to become more spatially concentrated. It was argued that this was as a result of individuals choosing to join long established communities, groups having specific cultural needs or being subject to racial discrimination. This was highlighted in the 2001 Census with 78% of all black Africans and 61% of Black Caribbeans living in London.

With a population of 516,000, the census data for Sheffield, the study location, indicated that 91.2% of the population were white, 4.6% Asian (including both Pakistani and Indian), 1.6% mixed and 1.8% Black. Other notable populations in the city include Polish, Somali, Slovak, Yemeni, and Kossovars. 68.6% of the population were Christian and only 4.6% were Muslim, with other religious groups representing less than 1% each (Office for National Statistics, 2004). A full profile is provided in Chapter 5.

From a demographic perspective, elements of the Asian community in the UK exhibited an age and household size profile unlike the white population (Table 1.2). Collectively, Asian

households were larger than households of any other ethnic group, however, there were conspicuous differences between ethnic groups relating to family living arrangements. Households headed by a Bangladeshi person were the largest of all with an average size of 4.5 people in April 2001, followed by Pakistani households (4.1 people) and Indian households (3.3 people). Black Caribbean and White British households were the next smallest, both with an average size of 2.3 people. Three quarters of Bangladeshi households contained at least one dependent child, which was the highest proportion for any ethnic group, nearly three times that of White British households. Sixty six percent of households headed by a Pakistani and 50% per cent of Indian households contained at least one dependent child.

The importance and structure of the family was reflected in the low percentages of Asians living in lone parent households, with only 10% of Indian households and 13% of both Pakistani and Bangladeshi households falling into this category. In contrast, 48% of Black Caribbean and 52% of Other Black households with dependent children were headed by a lone parent, with a high predominance of female lone parents and absent fathers (Reynolds, 2002). The percentage for the White British group was 22%. Another key indicator of family structure was the high proportion of married couples under the pension age, with or without children. Over half of the Bangladeshi, Indian, and Pakistani households contained a married couple with children, compared with just over a third of those headed by a White British person and just one fifth of Black Caribbean households.

It is fair to state that the 21st Century has witnessed a significant increase in displays of Islamophobia and anti-Semitism (Parekh, 2006). Consequently, there is evidence of a more widespread rejection of religion running throughout parts of society. However, this was not as evident in the practices and beliefs of many ethnic minorities. The Joseph Rowntree Foundation Study highlighted the importance attached to religion in certain ethnic households, as reflected in the Census data. Of the Muslim community in the UK, almost three quarters were from an Asian ethnic background, predominantly Pakistani (43%). Only one in ten Muslims were from a White ethnic group, which includes 4% of White British origin. Clearly, religion plays a significant role for South Asians and Black Africans who were the most religious. Moreover, age plays a role in religion; in all ethnic groups, younger people were less religious than older people. Among most minority ethnic groups, being religious was also related to country of birth, while those born in the UK were less likely to be religious than their immigrant parents.

1.2.4 Ethnic Minorities and Exclusion

National Statistics (ONS 2001; 2004) revealed that ethnicity played a key role in the distribution of wealth resources and the increased likelihood of living in poor or overcrowded housing. It is clear that in the 2000s significant proportions of ethnic minorities were affected by multiple factors of social exclusion (SEU, 2004). Tables 1.2 & 1.3 highlight key demographic data for selected ethnic groups in the UK.

Table 1.2 Key Ethnic Group data In the UK

Group	Population size	Population (as a Percentage of the total)	Inter-Ethnic marriages	Average Household size
White	54,153,898	92.1%	71%	2.2
Indian	1,053,411	1.8%	5%	3.2
Pakistani	747,285	1.3%	4%	4.1
Bangladeshi	283,063	0.5%	3%	4.4
Black Caribbean	565,876	1.0%	24%	2.1
Black African	485,277	0.8%	15%	2.7
Chinese	247,404	0.4%	20%	2.6

April 1991 and 2001 Office for National Statistics

Table 1.3 Key Ethnic Groups data

Group	Principle Religion*	Unemployment Rate**	Education Qualifications: 5 or more A* - C GCSEs***
White	73% Christian 15% no religion	5%	45% - Boys 55% - Girls
Indian	45% Hindu 29% Sikh 13% Muslim	7%	58% - Boys 70% - Girls
Pakistani	92% Muslim	15%	36% - Boys 48% - Girls
Bangladeshi	92% Muslim	17%	39% - Boys 52% - Girls
Black Caribbean	72% Christian	12%	23% - Boys 38% - Girls
Black African	68% Christian	13%	34% - Boys 48% - Girls
Chinese	50% no religion 22% Christian	7%	71% - Boys 77% - Girls

*Census, April 2001, Office for National Statistics

**Annual local areas Labour Force Survey 2002/03

***National Pupil Database Department for Education and Skills 2001/02

According to the ONS (2002), the gap in GCSE attainment levels by parental socio-economic group was noteworthy, with 77% of children in year 11 in England and Wales with parents in higher professional occupations gaining five or more A* to C GCSEs. This was more than double the proportion for children with parents in routine occupations, whilst in further and higher education during the same period, 87% of 16 year olds with parents in higher professional occupations were in full-time education. This compared with 60% of those with parents in routine occupations and 58% with parents in lower supervisory occupations. Of all the ethnic minority sub-groups in 2002, Chinese pupils were the most likely to achieve five or more GCSE grades A* - C with 77% of girls and 71% of boys, however, for Black Caribbeans the figures fell to 28% and 23% respectively, with the national average for all students (both male and female) being 50% (National Statistics, 2004).

The DfES figures indicated that Afro-Caribbean children accounted for 8% of all children permanently excluded from school, but comprised only 2% of the total school population (DfES, 2004). The figures shown were replicated nationally (see table 1.4) despite the recognition and

acknowledgement of the imbalance of exclusion rates and knowledge of causal factors. Indeed, black children in England and Wales were up to 15 times more likely than their white counterparts to be internally excluded in some areas.

Table 1.4 Primary, Secondary and Special Schools. Number of Permanent Exclusions by Ethnic Group and Gender

Group	Permanent Exclusions					
	Boys		Girls		Total	
	Number	Percentage of school population % (1)	Number	Percentage of school population % (1)	Number	Percentage of school population % (1)
White	4,950	0.18	1,410	0.05	6,360	0.12
White British	4,720	0.18	1,350	0.05	6,070	0.12
Irish	40	0.29	10	0.05	40	0.17
Traveller or Irish Heritage	20	0.82	X	X	20	0.53
Gypsy/Romany	40	0.82	10	0.29	50	0.56
Any other White Background	140	0.13	30	0.03	170	0.08
Mixed	350	0.30	100	0.09	460	0.20
White & Black Caribbean	180	0.47	60	0.16	250	0.32
White & Black African	40	0.30	X	X	40	0.17
White & Asian	30	0.12	10	0.04	40	0.08
Any other mixed background	100	0.25	30	0.07	130	0.17
Asian	270	0.10	30	0.01	310	0.06
Indian	40	0.05	X	X	40	0.03
Pakistani	180	0.15	10	0.01	180	0.08
Bangladeshi	50	0.11	10	0.02	60	0.06
Any other Asian Background	30	0.07	10	0.01	30	0.04
Black	550	0.37	150	0.10	700	0.24
Black Caribbean	250	0.53	80	0.18	330	0.36
Black African	220	0.26	50	0.06	270	0.16
Any Other Black background	80	0.50	20	0.12	100	0.32
Chinese	X	X	X	X	X	X
Any other Ethnic Group	70	0.16	10	0.04	80	0.10
Unclassified (2)	160	-	50	-	210	-
Minority Ethnic pupils (3)	1,470	0.20	350	0.05	1,830	0.13
All Pupils	6,350	0.19	1,760	0.05	8,110	0.12
(1) The figures of excluded pupils expressed as a percentage of the school population of compulsory age and above in each ethnic group. (2) Includes pupils whose ethnic information has not been sought or was refused or could not be determined. (3) Pupils who have been classified according to their ethnic group, excluding White British. X Less than 5, or are based on less than 5 exclusions. - Not applicable. Totals may not appear to equal the sum of component parts because numbers have been rounded to the nearest 10.						

Source – School Census, England 2007/8 (Estimates), ONS 2008

It is apparent that there is a symbiotic relationship between ethnic minority communities and the social environment, which requires further exploration. Emphasis should be given to the diversity which this group exhibits, leading to questions of notions of homogeneity in relation to

policy and practice. Indeed, where generalisations form the basis of commonplace assumptions, Mason (2000) asserts that these will be fraught with difficulty. Recognising difference is imperative for researchers, social scientists and politicians alike, in order to understand the lives of the individuals for which so many resources are being invested. The interaction of minority groups and society has been viewed as fluid and constantly changing. It is within this context, and with a deeper level of understanding of individual needs, that this research is conducted.

1.2.5 The Use of Sport for Ethnic Minority Young People

It is necessary to acknowledge the following three points. Firstly, since the 1980s ethnic minorities have been identified as a group which have lower participation rates in sport than the white population. Secondly, ethnic minorities have an increased propensity to be excluded from society, and notably are more likely to be excluded from education. Thirdly, there is a strong political drive to use sport to tackle exclusion issues.

The use of sport, delivered through education requires further consideration, as does the likelihood of its success for ethnic minority young people. Consideration should be given to recognising the differences between ethnic minorities, as well as the differences in understandings and perceptions of the young people, policy makers and deliverers.

Consequently, the key themes of social exclusion, ethnic minority young people and sport are explored throughout this thesis in order to examine the research question posed, and to explore the juxtaposition of the benefits of involvement in sport amongst ethnic minority young people, within the wider context of social exclusion. The research explores perceptions of policy makers, deliverers and young people to determine what they each understand are the benefits of involvement and the impact of involvement on young people.

1.3 The Study

1.3.1 Young People

This study examines the lives of ethnic minorities and how sport has been viewed as a tool to tackle wider social issues. The thesis is especially concerned with the experiences of young people. Rates of participation in sport amongst young people have been recorded in participation research (Rowe and Champion, 2000; Rowe and Beasley, 2004), and the results show that amongst young people, there are trends such as females participating less than males, and ethnic minority young people participating less than the white majority population. Alongside the growing volumes of data evidencing low levels of participation, the past decade has seen growing levels of childhood obesity and an increase in knife crime in inner city areas, gangs and drugs, being portrayed in the media. Youth has been identified in National Criminal Statistics (ONS, 2004) as the category of the population most likely to be involved in what is commonly termed anti-social behaviour. The rise in the number of young people experiencing

social exclusion has been identified by researchers as an important issue in contemporary society (Tait, 2000; Houlihan and White, 2002). It is within the context of the lives of ethnic minority young people that this thesis aimed to explore and draw conclusions in terms of the appropriateness of the value of using sport as a mechanism for addressing social exclusion issues.

1.3.2 Aims and Objectives

This research has sought to examine the benefits of sport for ethnic minority young people in the context of social exclusion, as perceived by policymakers, deliverers and young people themselves. This has been achieved by addressing four interrelated objectives:

- To analyse the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities;
- To establish the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people;
- To determine understandings of exclusion and the experiences and perception of the benefits of sport for ethnic minority young people, within their broader lifestyles;
- To identify ethnic minority young people's understanding of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport.

The School Sports Partnership (SSP) Programme in Sheffield is used in the thesis as a focus for the sport and physical activity in which the young people have had the potential to be engaged. The aims and objectives of these initiatives have reflected wider political views, that sport has the ability to address wider social issues, such as being used to promote social cohesion and to empower individuals. The intended outcomes of the partnership approach, such as 'to improve motivation and attitude resulting in an increase in pupils' achievements in all aspects of their school life' and 'to increase participation by ethnic minorities and young people in areas of socio-economic disadvantage' have been examined (School Sport Co-ordinator Programme Handbook, undated). Through the Partnership it has been possible to contextualise the programme. By focusing the research within the 'Arches' SSP (the name of the SSP based in north Sheffield), which includes four secondary schools with over 35% of ethnic minority pupils on school role, compared to 8.8% in the city as a whole, it was possible to establish the provision of sporting opportunities provided for the young people, to identify the individuals overseeing and delivering the programme and subsequently to investigate the young peoples' responses and understandings of the sport within these parameters. It is within this SSP that this research is set.

1.4 The Structure of the Thesis

The thesis consists of nine chapters. The two literature review chapters analyse the concept of social exclusion and its manifestations, with specific reference to ethnic minorities, to provide a basis on which to examine the perceptions of the benefits of physical activity for ethnic minority young people in the context of social exclusion. The chapters examine the broader constructs of social exclusion whilst drawing together evidence of how individuals experience exclusion and the lived reality of exclusion in contemporary Britain. Reference is made specifically to a broad spectrum of ethnic minorities and the experiences they endure due to the distinctive combination of socio-economic factors and racism.

Chapter two provides a critical analysis of the notion of social exclusion examined from its broad European roots through the work of Burchardt, Le Grand, and Piachaud (1999) and Castells (2000), who distinguish specific indicators of exclusion. The increased prominence of social exclusion and the creation of the Social Exclusion Unit (SEU) are explored, with the SEUs encompassing and inclusive explanation of social exclusion adopted in this research;

Social exclusion is a shorthand term for what can happen when people or areas suffer from a combination of limited problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdowns.

(SEU, 1998, p 2)

The role of race, discrimination and the subtle but complex phenomenon of racism is discussed, which includes accounts of the issues faced by people individually, and the effects from a wider societal perspective.

The third chapter focuses on parts of the population which are more susceptible to the multiple factors of exclusion, notably ethnic minorities. Policies and programmes are analysed from the perspective of governmental aims, coupled with the perceived and actual effects on the recipients or participants. The chapter identifies the methods which the government and other significant agencies have adopted to address and challenge exclusion issues. The policy responses are critiqued with specific reference to the utilisation of sport as a vehicle to combat social exclusion issues, such as the promotion of social cohesion, community empowerment, and to counteract the erosion of social capital. Crucial to the critique is an analysis of the justification of the approaches adopted, and the tangible benefits to those who experience social exclusion.

Chapter four discusses the methodological approach for the data collection which has enabled the researcher to gain qualitative data pertaining to the understandings and perceptions of young people and adults. Chapter five provides specific information for the reader, detailing the location, demography and other significant features of the city in which this research takes

place. Data from the Health Authorities and Index of Multiple Deprivation (IMD) helps to define the city of Sheffield in terms of its geographic profile and level of deprivation based on health, disability, education, skills and training deprivation. Census data exemplifies the extent of exclusion which is shown through the differences between political wards. The chapter utilises data from the PESSCL Surveys of 2004 - 2006 to illustrate sports participation in the Arches School Sports Partnership, to provide the contextual background of participation for the pupils being studied. The principal characteristics of ethnic minorities are identified to provide the reader with a thorough background and understanding of the extent to which they are excluded.

Chapter six reports the findings of this study, firstly examining the perspectives of the policy makers' perspective, deliverers (SSCo) and the practitioners who represent the four social exclusion areas of health, crime, education and employment. Understandings of sport and social exclusion are explored for each group, and perceptions of sport's ability to address social exclusion for young people are explored. Chapter seven then reports the data from the young people. The diversity of identity is explored for the ethnic minority young people who were interviewed, along with their understandings of sport and what social exclusion means to them. The perceptions of the benefits of involvement in sport are explored, along with an indication of the differences between adults and young people.

The findings are brought together in the discussion chapter (Chapter eight), together with an examination of the results linked to pivotal findings, which relate to the initial research objectives, and a discussion of the emergent findings. Finally, Chapter nine presents the conclusion of the study, and methodological considerations are posed along with recommendations for policy and practice.

Chapter 2: Social Exclusion and Ethnicity

2.1 Introduction

The two literature review chapters analyse the concept of social exclusion and its manifestations, with specific reference to ethnic minorities, and current understandings of the role of sport in addressing these issues. In this chapter, the focus is on defining the core concepts of social exclusion and ethnicity are defined, and examining how social exclusion is experienced by ethnic minority populations in Britain. Chapter 3 then addresses the role of sport in social exclusion policies, and considers its appropriateness as a targeted mechanism for minority youth.

2.2 The concept of Social Exclusion

The concept of social exclusion has come to the fore over the past two decades under a variety of guises, with its increasing popularity, in terms of government research agendas and policy initiatives, evident across many countries (Jarman, 2001). Duffy (1997) believed that the term probably originated in France, where it was used to refer to those who had slipped through the social insurance system and were effectively excluded by the state, while Castells (2000) considered the origins to be in policy, contextualised in the European Commission after the term became a major focus of the United Nations World Summit on Social Development in 1995. Social exclusion is a useful term in for social analysis, as its breadth has been allowed a diverse range of explorations which draw from an assortment of academic disciplines: for example, Jarman (2001) utilised this term to explore the nature and magnitude of poverty and deprivation within contemporary society, while Coalter, Allison, & Taylor (2000) applied it to the role of participation in sport in promoting inclusion. Many inquiries have focused on equity issues associated with a variety of demographic groups which can be considered to be socially excluded (Bourne, Bridges & Searle, 1994; Coalter, 1999; Hull, 2004). Traditionally, the defining features of these groups has been ethnicity, age, disability, citizenship status, sexuality, gender and class (Jarman, 2001). A great deal of attention by researchers such as Burchardt, Le Grand & Piachaud (1999), has been devoted to elements of social exclusion and the diversity of components which contribute to it.

Social exclusion is however a contested term (Burchardt et al 1999). Levitas (1996) considered social exclusion to be merely a fashionable or politically correct way of talking about poverty, and early definitions did emphasise the close relationship between exclusion and material resources. Alcock (1997), for example, argued that poverty and social exclusion are intrinsically linked, both conceptually and politically. Poverty itself has a history of contestation as a political concept. Research from the end of the nineteenth century attempted to set targets, below which people were regarded as being absolutely poor, for example Rowntree (1901) stratified those in poverty as lacking basic food, clothing, housing or warmth as being in primary poverty. However it has been argued that absolute poverty is a flawed concept as it is a matter of judgment and it fails to take into consideration changes over time, people's aspirations, changes

in circumstances and their socio-cultural needs. Townsend (1979, p 60) regarded being poor as *“when an individual lacks resources to obtain a suitable diet or participate in activities which are encouraged and approved in the societies in which they belong”*. It was recognised that deprivation can occur in different aspects of a person’s life, such as at home, at work and in leisure activities. Townsend's later work (1987) based on his Deprivation Index has been criticised as being too subjective and moralistic, but Lister (1990) and Scott (1994) have developed Townsend's arguments, describing poverty as a form of exclusion from aspects of society in a concept which evolved through the Europeans Commission’s Poverty III programme, to encompassing the concept of social exclusion.

Anthropological and sociological studies provide accounts of the lives and experiences of people perceived to be at the bottom of society. Researchers such as Wilson (1993), rather than focus on lack of resources or wealth, chose instead to label these individuals as being the underclass or near criminals, and in doing so distance exclusion issues from the rest of society. Some work has engendered the term with an emphasis on unemployment, although Long (2002) argues that employment is associated with other aspects of unemployment and economic productivity, that not all citizens can be economically active, and that . an emphasis on unemployment detracts from other dimensions, such as the situation of those looking for work. This prominence upon unemployment overlaps with American views, where terms such as ghettoization, marginalisation and the underclass have been used instead (Wilson, 1996).

In Europe, wider definitions of exclusion gained currency in the 1990s. In 1993 the commission of the European Communities adopted a definition of social exclusion which drew attention to the processes involved.

Social exclusion refers to the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern Society. Poverty is one of the most obvious factors, but social exclusion also refers to inadequate rights in housing, education, health and access to services. It affects individuals and groups, particularly in urban and rural areas, who are in some way subject to discrimination or segregation; and it emphasizes weaknesses in the social infrastructure and the risk of allowing a two-tier society to become established by default.

(Commission of the European Communities 1993, p 1)

The emphasis on social exclusion as a *multifaceted process* was later apparent in the New Labour government agenda, in the all-encompassing and inclusive definition adopted by the SEU and utilised in this study.

Social exclusion is a shorthand term for what can happen when people or areas suffer from a combination of limited problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdowns.

(SEU, 1998, p 2)

Critics of the SEU's explanation have described this definition as an explanation of the symptoms rather than the causes. Nevertheless, commensurate with Long (2002), one of the advantages of this exposition is that it helps redress the preoccupation with the labour market and income and recognises social exclusion as a fluid or dynamic process, rather than as a fixed or permanent state, which affects multiple dimensions of experience. (Berghman, 1995). Touraine (1991) developed the notion of people being 'out' rather than 'in' the circle of inclusion, while Burchardt, Le Grand & Piachaud (1999) considered social exclusion to affect five dimensions of activities in which individuals participate - low income, wealth, economic productivity, being politically engaged and being socially involved. Researchers such as Watt & Jacobs (2000) believed that social exclusion is a useful all-encompassing concept, and one which describes a process, rather than a fixed condition (e.g. Castells, 2000); Burchardt, Le Grand & Piachaud, 2002).

A further dimension of social exclusion is its significance as shared experience. Work by Hylton (2009) refers to the collective dimension of exclusion, which may be linked to geographic, and community factors. This has prompted questions surrounding the 'voluntary' or otherwise nature of some forms of disengagement. Burchardt et al (2002) believed that geographic confines neither pre-empt nor pre-determine social exclusion, with voluntary withdrawal from society not being considered as exclusion. According to Basit (1997), the development of independent communities is in fact a form of cohesion, with individuals sharing a sense of identity, living closely together and sharing similar views and perceptions. Gilchrist (2004) believes that cohesion is the collective ability to manage tensions within society, thereby creating a sense of 'us' and 'them'. Barry (1998), however, notes that if a group withdraws into itself and thereby develops an independent or counter-culture because it faces continuous hostility from the wider society, then it is worth questioning whether this is in fact voluntary. Barry (1998) further asserts that it is not of benefit for the whole of society to have people resident in that society but not part of it. It has been argued by Jarvie (2006) that community cohesion offers a diagnosis and interpretation of elements of UK society: for example, somebody who resides on an isolated council estate may decide that their 'best' option is to join a local gang, but this apparent voluntary joining of the gang needs to be viewed in the context of community cohesion, along with the potential narrowing of opportunity. Contextualising this issue in relation to minority ethnic groups in contemporary society, the development of independent communities within well defined geographic boundaries is commonplace; e.g. St Paul's, Bristol. Under this frame of reference membership of separated communities would still be classed as social exclusion.

These understandings of social exclusion began to receive widespread use among policy makers in Britain from 1990s, when New Labour began to redirect the welfare state to addressing disadvantage and poverty. Prior to this, the Conservative stance since the 1970s had been to limit and reduce welfare provision, on the basis that the cost and taxation of the

pursuit of equity undermined economic competitiveness and that welfare undermined self-reliance. As Wilding (1997) stated, the Conservatives therefore systematically reduced the role and capacity of local government in relation to education, taxation and personal social services. Rather than address the fact that the welfare state was failing to make any noticeable impact on disadvantage and inequality in areas such as health, education and housing, they opted to deny the existence of poverty, which they insisted was a fundamentally flawed concept. Instead they advocated a mixed economy of welfare provision that emphasised the role that the family, private and voluntary sectors should play, and the importance of individuals being responsible for their own well-being. The lack of political acknowledgement meant that there were no strategies to address poverty (Wilding, 1997).

The Labour party that was victorious in the 1997 election was an evolved party which had distanced itself from its trade union roots and embraced many of the New Right economic policies of the previous Conservative administration. It differed markedly from these predecessors, however, in adopting a new rhetoric of social exclusion alongside its aims of providing a modernised, high quality local government. With an historical legacy of growing social inequality, Labour acknowledged that one in three children were living in poverty and that long-term unemployment, particularly youth unemployment, was unacceptably high. Additionally, there was an appreciation of the growing numbers of people suffering a wider range of extreme problems, such as the UK experiencing the highest rate of teenage pregnancy in Western Europe, and having high numbers of homeless people and those sleeping rough. Children and young people were recognised as being especially vulnerable to the effects of social exclusion and from the outset became a central policy focus. Among the most significant of the problems they experienced were incomplete education pathways which adversely affected their long-term prospects, resulting in poor literacy and high unemployment and potentially contributing to a leaning towards homelessness, mental health problems and chronic debt (SEU, 2004). Consequently, the dominant core policy paradigm of the early years of the Blair government simultaneously targeted both education and poverty, which were regarded as being intrinsically linked, and the commitment to address social exclusion. was reflected in the promotion of moral, urban and economic regeneration (Houlihan and White, 2002). Concerns for poverty or equality of outcome were now replaced by a concern with social exclusion or equality of opportunity (Giddens, 1998).

With Blair's opening address on the night of the 1997 UK General Election, the exclusion/inclusion agenda became highly visible and earmarked as a priority. In contrast to the Conservative stance, it became the state's responsibility to address exclusion. The direction of strategic policy entered a phase indicating a more holistic period with clear and strong links to the wider society. The contemporary policy advocated joined-up thinking, cross-sector working, best value, lifelong learning and it tackled socially excluded groups. Establishing a SEU gave a clear indication of the priority to promote inclusion, initially tackled through the production of

thematic reports targeting issues such as neighbourhood renewal, health and care and employment opportunities.

[We are] committed to tackling the causes and consequences of poverty and social exclusion and to promoting a fairer and more inclusive society in which nobody is held back by disadvantage or lack of opportunity.

(SEU, 2004, p 2)

The approach was exemplified in the SEU's leadership of urban regeneration initiatives with the theme of exclusion/inclusion at their centre. The new National Strategy for Neighbourhood Renewal had the theme of community self help and capacity building, along with collaborative efforts to tackle social exclusion running through it.

The definition and conceptual debate surrounding 'social inclusion', and its adoption within policy, has therefore been complex. This thesis draws from this debate in adopting an understanding of social exclusion as a fluid and multifaceted phenomenon, which has impacts at individual and collective levels of experience. It follows in particular the definition provided by the SEU, which set the parameters within which, from 1998 onwards, sport became integrated in an increasing and diverse array of policies intended to promote inclusion. Central to this policy agenda was the recognition that exclusion, as with previous concepts of disadvantage, was selective in its impact, reflecting the continued structural social disadvantage of sectors of the population. Among these were members of ethnic minority groups, on whom this thesis is focussed. The following section now addresses how social exclusion is experienced among this group.

2.3 Social inclusion and the experiences of ethnic minorities

The study of race and ethnicity is fraught with complexity: Malik (1996) notes, for example, that everyone knows what race is but no one can quite define it. This section firstly reviews how notions of race and ethnicity have been conceptualised, then examines the experiences of ethnicity and exclusion in the UK in the early 21st century.

2.3.1 Understandings of race

The early origins of the study of racial and ethnic experience as a distinct focus of social scientific enquiry are said to lie in the 1920s and 1930s, led principally by American sociologist and anthropologist Robert Park (1925). As the founder of the Chicago School of Sociology Park was instrumental in the establishment of work subsequently defined as the study of race relations, notably through his studies of segregation, immigration and race consciousness (Solomos & Back 1994; 1996). Park's work aided the development of a body of sociological concepts which refined into the sociology of race relations in Britain in the early 1950s. Subsequently, classical traditionalist features of the consciousness of racial difference have been explored through the work of Todorov (1986) and Malik (1996).

The notion of the existence of race involves the affirmation in popular scientific and political discourses that humanity can be divided into distinct groupings whose members possessed common physical characteristics, such as skin colour, hair colour, or anatomical shapes of the eyes or nose. These lead to exaggerated or inaccurate assumptions and beliefs regarding everything from intellectual and physical abilities to work ethics and morality. Advocates of Park's earlier work, such as Green & Carter (1990) and Wetherall, LaFleche & Berkely (2007) regarded race as a social construct, which exists in the imagination and which is the product of 'race thinking', where race is a category of people who are socially distinct due to genetic characteristics that are believed to be important in a group or society. Alternatively, Coakley (2003) applies classification systems that are utilised to separate people into racial categories based on the popular beliefs about human differences and the meanings attached to those differences. This contrasts with a focus on biological factors that would allow categorisation of humans by genetic differences.

Much early research into race was heavily influenced by social Darwinism, reflecting the political climate. Subsequent work by Stanfield (1985) and Hoberman (1997) encouraged analysis from a social and cultural perspective, where race became aligned to physical traits of a particular social group. Inevitably this helped to popularise notions about the origins of racial conflicts and prejudice which focused on cultural conflict. The emphasis in sociological terms was on the 'race problem', with the American perspective focussing on the impact of assimilation on the life of African Americans and the process through which racial conflict could be mediated. In contrast, both Banton (1998) and Miles (1989) have argued that the concept of 'race' should be abandoned by sociologists. They, and many others, believe it is an intellectual error, regarding race as part of lapsed history and a series of errors which can be consigned to the pre-history of the sciences of man. Miles presented his criticisms of race relations in the late 1980s when he expressed the view,

*Race is an idea that should be explicitly and consistently
confined to the dustbin of analytically useless terms.*

Miles 1989, p 72

Yet race remains part of the lived experience of many people, and the popular idea of race is buttressed by academic and political arguments. A functional definition provided by the Commission for Racial Equality provides scope for a broad exposition of racial groupings. The concept of race classifies populations into distinct, biologically defined collectives. A racial group could be defined by reference to a series of definitions including colour, nationality, ethnicity, a common language, and a common religion (CRE, 2000). Increasingly, however, *ethnicity* has been embraced as a notion which has a longer ancestry than race, and emphasises forms of cultural distinctiveness as opposed to biological characteristics.

Ethnicity is an appealing, politically attractive concept for sociologists. It is intrinsically social, rooted in the premise of self definition of its members (Mason, 2000). Smith's definition of ethnicity provides a useful starting point:

...a population whose members believe that in some sense they share common descent and a common cultural heritage or tradition, and who are so regarded by others.

Smith 1986, p 192

Miles (1993) used the term ethnicity to refer to an originating feature in all human societies. In this sense, ethnicity was an expression of the basic social identity needed to permit a sharing of skills and resources that could be historically cumulative. Jarvie (2006) distinguished it as a social construct, which allows the recognition of different social and cultural identities, and is therefore not synonymous with racism. Yet the definition of ethnicity and how it is distinguished from terms such as 'nation', 'culture', 'community' and 'race' remains problematic: some have argued that the relevance of long-standing culture and heritage is questionable, and that it serves as little more than an instrumental and situational flag of convenience (Yinger, 1986).

A key argument for the usefulness of the term lies with the belief that ethnicity is a matter of processes by which boundaries are created and maintained between ethnic groups, thereby creating a situational or fluid concept. Members learn to differentiate themselves from others and strive to recognise cultural features which symbolise their differences (Wallman, 1986). These groups always co-exist with other ethnic groups, some being more powerful than others, and external influences affecting allegiance. An example of this would be the term 'Black' which historically has been used as term of abuse, along with 'Negro' or 'Coloured' which in the 1960s had predominantly negative connotations. In the USA, African-American is a favoured alternative, whilst in the UK, Black is becoming a more partisan term with its positive inference to popular culture (Pilkinson, 2003). Ethnicity may also be seen as a feature of a significance or allegiance to the country of origin, rather than birth, which implies a fluidity of identity adopted by many researchers; e.g. Coakley and Dunning (2002). According to Mason (2000), however, ethnicity is also applied to refer to skin colours, with the essential characteristic for membership of an ethnic minority pertaining to a non 'white' skin colour. The conflation of the concept of ethnic minorities with skin colour has a number of consequences, which those concerned frequently experience as offensive and marginalising. By failing to be explicit about the basis of definition, it also creates potential for confusion and gives rise to opportunities for policy makers and others to implicitly deny the real basis of much social deprivation and exclusion.

Despite these concerns, the term 'ethnic minority' is now generally used to signify non-white ethnic groups who are mainly the product of immigration, the focus being on immigration from former British Empire or Commonwealth (Pilkinson, 2003). This too is problematic, as definitions have previously excluded 'white groups' who may be minority groups, such as Jewish, Irish and Polish; thus, despite the implicit reference to cultural difference entailed in the

term ethnic, not every group having a distinctive culture and constituting a minority in the British population is 'normally' included. These groups may nonetheless suffer some of the discrimination and prejudice experienced by non-white minorities, as illustrated for example through the work of Enneli, Modood and Bradley (2005). These authors identified a specific group of London's Turkish speaking community, who were regarded as being 'at risk' by the Government's Youth Programme, Connexions, due to the societal constraints they encounter, and the specific problems they face which historically remain invisible within youth research. Culturally, the Turkish-speaking community (including Cypriot Turks, mainland Turks and Kurdish Refugees) were in a similar predicament to many non-white groups, but displayed dissimilar characteristics. Enneli et al's (2005) work thus illustrated how white minorities in the UK could also experience discrimination and harassment, principally - although not exclusively - from members of the white majority population.

Closer scrutiny of the groups that make up the 'minority' population emphasise its internal heterogeneity. Differences between groups reflect historical developments, such as the Caribbean culture, which has a distinct social and geographical base, and has evolved as a product of a unique historical experience. In this case increased resistance to 'white' racism in Britain has encouraged blackness, often stemming from Black African slavery roots, to become an essential part of the community's self-definition. The black identity has not prevented active involvement in social life. In contrast, it has enhanced the younger generation's entry into mainstream culture, which in turn has given rise to the specific identity of black being a badge of street credibility (Parekh, 2002; Reynolds 2000). In contrast, for the Asian community there has been a push to maintain separate cultural and religious traditions which are critical to their identity. This may be in part due the fact that Asians are often homogenised into a large group, thereby hiding the distinction between groups, such as Bangladeshis, Gujaratis, Pakistanis and Punjabis. There appears to be a strong sense of extended family and kinship through personal, domestic and religious contexts, which has lead to an assumption that Asians are distinctly conservative. In fact, there are many divisions within the Asian communities, including a growing rift between parents and children, concerning the perceived dangers of assimilation (Solomos & Back, 1995; 1996).

Concepts of ethnicity are further complicated by the emergence of 'mixed-race' identities. Among ethnic minorities living in Great Britain, those most likely to be born in the UK are in fact people from the mixed ethnic group. This reflects the growing population of mixed-race youth, who make up an increasing proportion of the population of the UK (Sirin and Fahy, 2006). The extent of mixed-race individuals is yet to be truly recognised due to the complexity of the mixture and the limitations of national statistical measures to accurately record the combinations. Modood (2007) comments on the 'hyphenated identities' which young people of this background have chosen to adopt. Parekh's (2000) work examines combinations of racial background mixed with religious beliefs in order to produce 'an accurate reflection of their true

ethnic identity'. A substantial proportion of the 'other black' group in the national data are young people, born in Britain, who choose to describe their ethnicity as 'other black' and responded with 'black-British', reflecting Nguyen's (2005) findings.

Homogeneity however continues to be a misguided assumption amongst many researchers when analysing ethnic groups. Despite acknowledgement of the diversity of the British population, major data sources, such as the Office for National Statistics, the Census and the Labour Force Surveys (LFS) have been slow to capture appropriate levels of diversity. In early usage, discussions about Britain's growing ethnic diversity were framed with discussions related to immigration, and definitions and data therefore focused on either those whose place of birth was outside the UK, or households where the head was born outside the UK. Such procedures did not reflect the growing numbers of children of immigrants who were establishing themselves as residents in their own right (Mason, 2000). The 1991 census classed individuals by ethnic category and although self selection was the methodology adopted, in reality the term 'ethnic minority' referred to those who did not tick the 'White' category. Consequently, the census exposed only a fraction of the diversity of the UK population through exploring the responses to questions relating to ethnicity rather than language and religion.

Subsequent criticisms resulted in more recent data sources classifications acknowledging the significance of these complexities, including the 'hyphenated identities', such as Black-British, discussed previously. Nonetheless, in the early 2000s only the independent studies by the Policy Studies Institute (PSI), expressly designed to explore the situation of ethnic minorities (Pilkington, 2003), reflected this complexity. By using 'family of origin' as a basis of allocation, PSI surveys distinguished, for example, between Indian and African Asians, whereas the 2001 national census did not. Although the census distinguished between South Asians (Indians, Pakistanis and Bangladeshis), its category of 'other Asians' includes East African Asians (those from Kenya and Uganda), and Indonesia. As a result, many distinctions continue to be blurred, particularly when referring to the Asian community which is often referred to as a single group (Parekh, 2002). This underplays variations which exist in relation to nationality, religion, language, caste and class, with cultural and religious traditions remaining critical to their sense of identity. Furthermore, although in literature 'Black' is used in preference to non-white, and can refer to Caribbean, African and South Asian, many Asians prefer to define themselves in religious terms (Modood, 2007), which is reflected in the hyphenated identities suggested by Sirin and Fine (2008). The Indian group show vast religious diversity in the 2001 Census for example, with 45% Hindu, 29% Sikh and 13% Muslim. The diverse nature of this group of people rarely comes to the fore as the subtleties between Indians, Pakistanis, Bangladeshis and Kashmiris, between Hindus, Sikhs and Muslims and between Punjabi, Gujarati and Urdu Speakers are lost in an ambiguous blend of 'Asians' (Pilkington 2003, p 2).

The term 'ethnic minority' therefore has limitations, but has gained currency in both policy and academic circles as a solution to the perceived inadequacies of other terminology. Avoiding the biologically determinist associates of the concept of race and focusing on culture potentially permits a recognition of the diversity of the groups referred to (Solomos & Back, 1995), although this has yet to be fully realised. As has been shown, however, the term embodies some contradictions. For groups to qualify as ethnic minorities they must exhibit a degree of difference which is of significance. Skin colour and distinctive culture are used and accepted criteria for the majority of the population; cultural meanings, listed by Parekh (2006) p 19–20 as including customs, habits, daily rituals, unwritten social codes, speech, idioms and body language appeal to people's imagination and are images, metaphors and symbols which play a role in constructing and maintaining the idea of a community, but are difficult to pin down. However, ethnic minorities are frequently seen as showing cohesion, which merely serves to de-emphasise diversity among the group and to exaggerate differences from the majority population. The basis of inclusive designations is a common experience of racism; hence this procedure can fail to take into consideration the diverse ways in which racism may be experienced by men and women in different communities. The next section examines how this is addressed in contemporary Britain.

2.3.2 Racism and Multiculturalism in Contemporary Society

Racism is an ideology, a way of viewing and understanding the world, with a distinguishing feature being the significance given to biological characteristics as criteria by which collectives may be identified. Many see discrimination on the grounds of race and racist ideologies as the result of blind and irrational prejudice against outsider groups; i.e. those with different cultural characteristics. However, according to Back (1996) and Mason (2000), whilst the notion of prejudice raises important issues for sociological analysis, racial prejudice functions in ways which are noticeably locked into broader structural dimensions of inequality. It merely serves as a form of subordination that, like poverty, must be seen in the context of social stratification. An understanding of racism is therefore important to explaining how the process of social exclusion can affect members of ethnic minorities.

Racism has been seen as referring to sets of ideas that define ethnic and racial groups on the basis of claims about biological nature and inherent superiority or ability. Whilst it may affirm equality of human worth, it implicitly denies this by insisting on the absolute superiority of a particular culture. Miles (1993) describes racism as an historically specific ideology, in the sense that its invention paralleled the rise of capitalism, with its roots firmly embedded in Marxist theory, which bears the imprint of its Eurocentric origins. For Miles (1993) and Mason (2000), the seeds of racism are found in one group of people believing that they are superior to another or others, with feelings of superiority leading the group to seek segregation from, and privilege over, the group or groups on the grounds of racial differences.

In contrast to racism, multiculturalism or cultural pluralism is a policy, ideal, or reality that emphasizes the unique characteristics of different cultures, particularly as they relate to one another, in nations which have an immigrant population. The theory stems from the foundations of a culture, rather than from a practice which subsumes cultural ideas. For Gillborn (1995), notions of history, religion, nationality, and identity as well as culture have come to act as 'proxy concepts' allowing policies to adopt a de-racialised format while addressing issues of relevance to racial inequalities. Anti-racist approaches are commonly contrasted with multicultural strategies which engage with questions of power and racism in an interpersonal and institutional context, as well as focussing on positive imaging. In an attempt to move towards meritocracy and social equality, the notion of expanding educational opportunities to achieve parity across races and classes has been espoused (Pilkington, 2003).

Attitudes surrounding the movement towards a truly multicultural society vary widely. In Britain, in recognition of the growth of race-related policy and the political race agenda, prevalent in education since the 1980s, the period since the late 1990s saw an increase in multicultural or anti-racist policy. The Windrush celebrations of 1998, commemorating the arrival of Britain's Caribbean and Asian Communities, presented Britain as a place where people of different cultural, religious and ethnic backgrounds live together on a permanent basis, although that does not imply it is harmonious. What is apparent is that rather than assimilation taking place, diversity is being embraced; immigrant populations retain their cultural identities whilst being selective with the ones they adopt from the host community. The evolution of multi-culturalism is such that the differences between the host communities and the ethnic minorities are becoming clearer, and rather than moving towards a homogenised community, there is a widening of cultural diversity even amongst each ethnic minority community (Verma 1986; Tierney 2002).

Whilst there may have been cultural homogeneity prior to the Second World War, during the last decade there has been a distinct shift towards embracing diversity and difference, even if it has not been matched with equal levels of tolerance. In contrast to mono-culturalism or nationalism, multiculturalism is a view, or policy, that ethnic minorities and immigrants, should preserve their cultures with the different cultures interacting in harmony. This could be described as preserving a 'cultural mosaic' of separate ethnic groups, and is contrasted to a 'melting pot' that mixes them together (Parekh, 2006, p 14). Although there are those who accept and embrace this multicultural drift, there are also those who resist and strenuously oppose it. As a result, the assimilation theory response to the establishment has typically been negative with the implication that assimilation is to be equated with the adoption of British values, customs and habits (although these are rarely specified), and the renunciation of a set of social relations and obligations in which people of a specific migrant and cultural origin are involved (Miles 1993, pp 140–143).

In response to racism and racist practice, it could be argued that there may be an underlying desire to embrace society's diversity. Such legislation would require a clear vision for policy implementation across the criminal justice system, education, cultural policy, sport, the health service and employment issues. As the next section shows, at present marked inequalities are evident in these areas, indicating extensive experience of exclusion for many members of ethnic minority groups.

2.3.3 Social Exclusion among ethnic minority groups in Britain

Having established the nature and forms of social exclusion in contemporary society, it is important to gauge the extent of exclusion for members of ethnic minority groups. Although people in the UK are better off than in the 1970s and 1980s across a range of measures (average household income, car ownership, home computers, household appliances, etc), the benefits are not spread equally. Household income, disposable income and educational attainment have improved overall, but the gaps between the richest and poorest quartile of the population are widening (National Statistics, 2004). Additionally, it is clear that significant proportions of the UK population are afflicted by multiple factors of social exclusion (SEU, 2004). In relation to ethnic minorities, national statistics illustrate that the variance between them and the white population exhibits stark contrasts, although there remains a lack of data (both long- and short-term) about ethnic minority groups in society (Parekh, 2000). Specific information illustrating the diversity within the ethnic minority population as a whole is particularly sparse and, as discussed above, potentially conceals significant differences. While it is imperative that social researchers and statisticians differentiate between ethnic groups and recognise variation within and between ethnic groups, overall, people from minority ethnic communities share many overarching experiences. The discussion that follows highlights details relating to the four 'pillars' of exclusion that were the focus of the Labour governments following 1997 – education and employment, health and crime.

Members of ethnic minority groups in the UK have an above-average risk of experiencing the impacts of exclusion. They have a higher likelihood than the majority population of living in deprived areas and in unpopular and overcrowded housing, and employment rates among the key disadvantaged groups in the UK show marked differences compared to the total working-age population. At the time that the research began, the most recent national data showed that minority ethnic groups, lone parents, and people without formal qualifications had an unemployment rate of about 10%, roughly twice the rate for the total working-age population (National Statistics, 2004). Across all ethnic minority groups the reasons for inactivity varied by sex and age. For example, Bangladeshi men had been hardest hit by a decline in the demand for low-skilled workers, and Pakistani men were most likely to be inactive due to long-term sickness or disability. Meanwhile, Pakistani and Bangladeshi women were most likely to be inactive for family reasons, and black African and Caribbean women formed the bulk of lone parents. As a result, collectively, ethnic minorities were statistically more likely to have lower

incomes and higher unemployment rates, regardless of their age, sex, qualifications and place of residence, even though as a whole group they were as likely to be as well qualified as white people (Modood and Acland, 1998; Burchardt, Le Grand & Piachaud, 2002).

Experiences in education make a significant contribution to exclusion. As Modood (2007) clearly surmises, the differences in relation to educational attainment and exclusion from school are significant and provide essential keystones and a rationale to understanding some of the effects of social issues. Education remains a key fundamental factor in explaining the inequality gaps between advantaged and disadvantaged groups in terms of health, living standards and social participation, as a country's education system is a gateway to employment and to participation in political, social and cultural affairs. It also equips (or fails to equip) children and young people with the essential understandings, skills and values they need to play a substantial role in the building and maintenance of Britain, as supported by the pluralist view of 'a community of citizens and community of communities'. Educational data showed that in 2008, the gap in GCSE attainment levels by parental socio-economic group was noteworthy, with 77% of children in year 11 in England and Wales with parents in higher professional occupations gaining five or more A* to C GCSEs. Of all the ethnic minority sub groups, Chinese pupils were the most likely to achieve five or more GCSE grades A* to C with 84.3% - but for black Caribbeans the figures fell to 54%, and Gypsy/Romany 15.7% with the national average for all students being 67% (National Statistics Online, 2008).

The over-representation of educationally excluded black students was acknowledged as a principle focus of the SEU (2000). It committed the Government to a range of measures and recommended a target that by 2002 there would be a one third reduction in the current levels to the numbers of both permanent and fixed-term exclusions (SEU, 1998). The fundamental flaw was that the report failed to make a reduction in the number of black exclusions a specific target, an action which the CRE had strongly advocated. Consequently, exclusion has remained an educational experience for many black youngsters, with statistics showing that in 2008/09 black pupils were more likely than children from other ethnic groups to be permanently excluded from schools in England. African-Caribbean children accounted for 0.56% of all children permanently excluded from school, in comparison to 0.12% for all pupils. Black Caribbeans accounted for 11.06% of fixed-term exclusions, compared to all pupils at 5.7% (National Statistics, 2008/09). The highest permanent exclusion rate was among Black Caribbean pupils, at 42 per 10,000. This was three times the rate for white pupils. For all ethnic groups, the rate of permanent exclusions was higher for boys than girls, with eight out of ten permanent exclusions involving boys. Work by Haque (2000) affirms that exclusion from school is also paralleled by exclusion within school, partially as a result of the curriculum not addressing the needs of the multi-ethnic and multi-cultural community which Britain has become, coupled with low teacher expectation (Modood, 2007).

Despite the experience of racism and discrimination in schooling, minority pupils remain ambitious in their educational aspirations and academic success. However, research shows that many students find a continuance of racist and discriminatory practices, both covert and overt, in Higher Education. The CRE, in its submission to the National Commission on Education in 1992, and more recently in 2000, concluded that there remains a lack of understanding and progress in Higher Education regarding the development and implementation of equal opportunities policies; issues regarding black student recruitment, discrimination and harassment, staff development and curriculum reviews. These failings, coupled with minority students feeling isolated and victimised, were fed back into communities making Higher Education a less attractive option. However for the students who do come through the systems, they can find themselves excluded from success in employment (Ghuman 1995; Osler, 1997, Parekh, 2000).

There has been an acknowledgment over time, by researchers and health professional alike, that inequalities have a detrimental effect on health. Research suggests that the widening health gap is directly related to the distribution of wealth, the achievement of full employment and of child poverty. According to Nazroo (1997), a key indicator of health for social groups is self-reported poor health. On an age-standardised basis, reporting of poor health was far highest among the long-term unemployed and never-worked group (19% for men and 20% for women) and lowest among those in the professional and managerial occupations (4% and 5% respectively). Equally, there is a strong relationship between how long people live and the nature of their jobs. According to Berthoud (1999), manual workers have a lower life expectancy than professional workers and social class differences in mortality vary by cause of death. Key disease groups such as ischemic heart disease, cerebrovascular disease, respiratory disease and lung cancer are more prevalent amongst partly skilled and unskilled workers, compared to managerial, technical and professional workers who are more likely to be susceptible to respiratory diseases. Whilst ill-health is far from the preserve of ethnic minorities, statistics show that Pakistani, Bangladeshi and African-Caribbean people are more likely to report suffering from poor health than white people. After standardisation for age, Bangladeshi men and women were almost six times more likely than the general population to report the prevalence of diabetes, whereas black Caribbeans were also more likely to suffer from diabetes with women being particularly prone. Notably, Chinese men and women reported the lowest rates (National Statistics, 2004).

The common theme running through the health-related statistics is that for diseases where the environment, poverty or nutrition levels have a significant contributory factor, collectively ethnic minorities are more susceptible to being influenced. Consequently ill-health may be the catalyst to reduced activity and economic productivity, leading to a decrease in overall health (physical and mental). The cycle of poverty cannot be ascribed to all ethnic minorities. The Chinese, for example, portray better health and education levels than the white majority population.

However, multiple disadvantage is a common experience of many ethnic minority communities. They are disproportionately concentrated in impoverished areas and they experience all the problems that affect other people in these geographic areas.

There is a growing body of data showing that black and Irish people are treated differently at all stages of the criminal justice process and they are disproportionately likely to be imprisoned. Of specific note is work by a variety of researchers (Denman, 2000; Parekh 2006), which indicates that racial harassment and racist crime are widespread, under, reported (although racially motivated incidents representing 12% of all crime against minority ethnic people compared with 2% for white people) and not always treated seriously. Work by Chahel and Julianne (1999) reveals the impact of racist experiences on individuals and their families. The experience of racism was part of the everyday experience of many ethnic minorities, with individuals being verbally abused and harassed and, on occasions, physically abused. Symptomatic of the nature of this particular type of crime is the consequence of racist harassment. These often appear to go beyond the events themselves, with all members of the targeted family inimically affected, and the interactions between the family and the wider community and environment being adversely affected.

Advice, support and guidance were found to be lacking from formal support agencies. Chahel and Julianne (1999) reported that inadequate support left victims feeling ignored, abandoned and unprotected, thereby adding to the cycle of isolation. These experiences, although not isolated to ethnic minorities, are significantly more prevalent for minority groups where they are easily identifiable, for example by colour of skin, accent or dress. The highest risk was for Pakistani and Bangladeshi people at 4.2%, followed by 3.6% for Indian people and 2.2% for black people (compared with 0.3% for white people), which reflects the growing rise in Islamophobia (Jenkins, 2004). The data presented confirms that although many people suffer from exclusion, a higher proportion of ethnic minorities than the national average are socially excluded based on dimensions such as low educational qualifications, economic productivity, poor health and living in poor neighbourhoods. The recurrent themes position the ethnic minority community as being susceptible to issues which make them more likely to be socially excluded.

2.4 Conclusion

This chapter has examined the concept of social exclusion and how it can be defined theoretically, whilst highlighting the practical reality of how it is experienced. The experiences of ethnic minorities collectively and the specific experiences of groups, such as Black Caribbeans, have been highlighted. However, identifying the key issues and concerns, coupled with abstract concepts, is merely a starting point. The degree of movement towards a truly multi-ethnic Britain has been significant, but it has not been the result of a concerted decision, nor has it yet been accomplished. The evolution has been a predominantly unplanned, incremental process without structured or conscious policy. As a result many of the significant power centres remain untouched by it. Many institutions have hidden behind a veil of ignorance where cultural difference and the fluidity of the population have failed to be embraced. Within society, there are many areas where people are socially excluded on a variety of levels including, wealth, health and housing. What is apparent from the data available is that, as a proportion of the total population, ethnic minorities collectively are more susceptible to cumulative factors of exclusion. Coupled with the additional dimension of race in the form of racial harassment, racially motivated crime and educational discrimination, ethnic minorities face a unique situation which has formally been acknowledged by sociologists and politicians alike. The 1997 New Labour government stated that it was committed 'to creating One Nation',

...a country where every colour is a good colour... every member of every part of society is able to fulfil their potential... racism is unacceptable and counteracted... everyone is treated according to their needs and rights... everyone recognises their responsibilities... racial diversity is celebrated.

Parekh 2000 (p xv)

The long-term strategy to achieve 'one nation' involved moving towards a much greater public recognition of difference – the rights of communities to live according to their own conception of a good life, subject to certain moral constraints, and the need for both equality and difference, a recurrent theme within the Parekh Report (2000), and to respect the rights of both individuals and communities which had previously been beyond the compass of existing political vocabularies.

The following chapter examines the policy responses to the issues highlighted, placing emphasis on the tools used to address exclusion. A range of issues is identified, the recurring themes being neighbourhood renewal and breaking the cycle of exclusion. These draw together dimensions such as crime, health and education. Tools are evidenced and mooted to achieve economic, moral and social renewal through Sport and the Arts in the PAT 10 Report. The Chapter also explores in detail how sport is perceived to be a viable method for the re-introduction and re-engagement of communities and how it can actively contribute to neighbourhood renewal through encouraging involvement and community empowerment. The chapter examines a wide range of multi-faceted sports policies created through the SEU, the

government, the Department of Culture, Media and Sport (DCMS) and Sport England. The recurring themes have the potential to simultaneously attract ethnic minorities into initiatives which also serve to provide a context and reliable benefit to wider society in relation to improved health, social inclusion, economic regeneration and education opportunities as indicated by DCMS (2000, p 39).

Chapter 3: Addressing Social Exclusion

3.1 Introduction

The effects of social exclusion are far reaching and touch many people throughout the UK. Whilst exclusion can take many different forms, it is apparent that parts of the population are more susceptible to the multiple factors of exclusion, and this includes members of ethnic minorities. These issues have not gone unnoticed by the recent Labour Governments, who in their first term in office (1997) pledged to address the causes of poverty and exclusion. A recurrent theme within government policies has been the desire to utilise sport as a vehicle to address social exclusion, which occurred during the Thatcherite era, using sport as a solution to urban unrest (Geddes & Root, 2000), through to the Blairite use of art and sport to foster social cohesion. Policies and programmes have been analysed from the perspective of governmental aims, coupled with the perceived and actual effects on the recipients or participants.

The purpose of this chapter is to identify the methods, which the government and other significant agencies have adopted to address and challenge exclusion issues through sport. A critique of major policies which were designed to address exclusion issues since the mid 1990s will follow, with an emphasis given to policies related to sport. Crucial to the discussion will be an analysis of the rationale for the approaches adopted, and the tangible benefits to those who experience social exclusion.

3.2 Early Sports Policy – 1980 onwards

The inner city riots of the early 1980s acted as a reminder to the Thatcher government, that there were intrinsic benefits to sports provision. The establishment of the Sports Council in the 1960s had come partly as a response aimed to provide opportunities for disaffected youth; two decades later the Conservatives now viewed sport and leisure as crucial ingredients, or digressions, to divert youth away from crime and delinquency (Bramham, 2002). In this process, young black people were notably portrayed as the cause of inner city problems, rather than as victims of anti-social behaviour in a racially divided society (Chibnall, 1977). For disenfranchised ethnic minority young people, sport appeared to have the potential to serve as a useful diversionary tactic or activity. The Sports Council established the Action Sport Initiative to redress low participation at a community level. This initiative was supported by McIntosh & Charlton (1985) in terms of theory and practice; partnerships like those with Action Sport, when evaluated, were generally regarded positively, both nationally and regionally (Rigg, 1986). Haywood (1994), however, regarded the agency approach as merely paying lip service to genuine community development.

The mid 1980s saw a focus on unemployment, which mirrored the European experience (Burchardt et al 1999; Duffy 1997; Jarman 2001), as well as on the physical environment, urban regeneration and capital expansion. This is exemplified in the development of sport and leisure facilities along the Lower Don Valley in Sheffield, encompassing the 'Don Valley Stadium',

'Centertainment' (Multi-screen cinema complex) and a retail park. Additionally, ethnicity became a focus, and black and ethnic minorities were drawn into initiatives such as the National Demonstration Projects and leadership schemes. Historical perspectives of the development of the Sports Council have been recorded through a wide range of studies serving to evaluate individual policies (Talbot 1979; Glyptis 1989; Haywood 1994). However, throughout this period of change there was no real clear direction distinguishable through policy. It could be argued that the solutions to problems were ad hoc, short-term stop gaps. Whereas the Thatcher government promoted national identity through the Falklands War, the hooligan element in sport was an embarrassment; there was a robust and forthright debate of UK interest in the European Community. In comparison, for the Major government, sport was viewed as integral to national identity, leading to the creation of the Department of National Heritage and a 'breath of life' was given to a floundering sports structure through the National Lottery.

Prior to, and in parallel with the SEU's development of programmes linking sport and eradicating social exclusion, there has been an emerging sports policy arena. As well as the rapid expansion with respect to sports development, the period saw dramatic increases in facilities and the first sign of recreation service professionals. In parallel, a growing interest of the government was the ability to use sport as an instrument of social policy, and the greater willingness and capacity among National Governing Bodies (NGB) to effectively plan for the future of their own sports. From a sport policy perspective, the change to a more holistic view of the benefits of sport could be seen through planning policy and distribution of resources, notably community-based leisure and sport provision (Henry 1991; Houlihan 1991; Haywood, 1994). An increasingly hedonistic and leisure orientated environment, coupled with a powerful agenda of social welfare, offered the optimal conditions for investment in sport. With hindsight, however, this strategy was not totally successful, as Collins & Kennett (1999) revealed; in many cases those closest to the facilities used them least. This was found to be most prominent within the inner city areas of large urban conurbations. Despite the increased volume of facilities in proximity to residential areas, in some cases local communities felt that the centres were unwelcoming and not a facility they could identify with (Murray, 1988; Hylton, 2009).

3.3 New Labour, New Policy – Sport in Social Exclusion Policy since 1997

With citizens empowered to help themselves at the core of New Labour ideas, the SEU became the core department for policy implementation for the Labour Government in its attempt to achieve social harmony, having been established in 1997 to '*lead innovative thinking in addressing some of society's most difficult problems*'. The explicit aim was to create prosperous, inclusive and sustainable communities for the 21st century. Places where people want to live and that promote opportunity and a better quality of life for all. With a multi-purpose goal of designing specific projects to tackle specific issues, coupled with wide-ranging programmes to assess past policy and identify future trends, the unit initiated a variety of policy

initiatives which focussed on the most excluded, including the homeless and school exclusions (Levitas, 1998).

The report from the Treasury on Tackling Poverty and Extending Opportunity, 'Opportunity for All', (September 1999) was heralded as *'the most radical and far-reaching campaign against poverty since Beveridge'*. The report agreed that a new approach was required to tackle the causes of poverty and social exclusion. It claimed that the symptoms needed to be addressed as a pre-requisite to creating a fairer society, in order for everyone to achieve their full potential.

Scepticism surrounded the government's ambitious policies, with researchers such as Piachaud & Sutherland (2000) querying whether these were matched by sufficient spending. The emphasis centred on the concept of encouraging all who can to work, and those who cannot, to be recipients of Security in the form of benefits and tax credits. However, Geddes & Root (2000) believe this system will not cater for all. First, not all those identified as being socially excluded will be recipients of new programmes; second, as Levitas (1998) supports, paid work does not necessarily provide a path out of poverty. Financial insecurity due to low pay, seasonal pay or poor child care provision, may result in individuals gaining employment status but being no better off; or as Oppenheim (1998) states, only gaining 'inclusion at the bottom rung of the ladder'. A lack of affordable housing along with regional job shortages, are additional factors affecting employment opportunities and further support the need for proactive regional policies allied to local areas' specific needs, ideally creating new jobs in close proximity to poor areas.

The SEU was however expected to focus action on the socially excluded by providing integrated policy across key agencies, such as the Health Department and Criminal Justice System. Policy Action Teams, established by the SEU, were designed to bring together a series of interested and involved parties from across a range of sectors including the private, voluntary and community to contribute to the development and implementation of a range of issues relating to social exclusion (Geddes & Root, 2000).

With the potential impact of intervention strategies in terms of neighbourhood renewal specifically stated, the government charged 18 Policy Action Teams with drawing up relevant action plans within their own area in order to foster the concept of neighbourhood renewal (Tait, 2000).

Of particular significance to this thesis is the report to the Government SEU from the Policy Action Team 10, which asserted that arts and sport are inclusive and can contribute to neighbourhood renewal. A clear link was indicated between community involvement and ownership of activities aimed at regeneration. Sport was identified as

...a valuable contribution to delivering key outcomes of lower long-term unemployment, less crime, better health and better qualifications.

(DCMS, 1999, p 5)

The document set out to develop sustainable and integrated ways of solving some of the worst problems facing contemporary Western societies, such as crime, drug abuse, unemployment, community breakdown and bad schools (Social Exclusion Unit, 1998). The value of sport was also linked to the development of the individual and the community leading to enablement, empowerment and regeneration. This proposition lay at the heart of founding initiatives such as the Single Regeneration Budget and City Challenge. For the DCMS (2001) the objective in early 2000 was to undeniably link sport and social inclusion. Consequently, the evolving policy encouraged involvement at all levels of the sports development continuum as a way to promote, develop and manage opportunities for all.

PAT 10's specific remit was to produce a thematic report underpinned by best practice examples which utilised sport, the arts and leisure in order to engage those living in poor neighbourhoods. Many of the initiatives conducted in the 1980s were used as examples in the 2000s and placed in PAT 10 within a significantly different policy context. Specific attention has been directed at individuals who feel or experience exclusion, such as disaffected young people and people from ethnic minority communities, with perceived exclusion regarded as important as actual exclusion. Attention was paid to methods used to maximise the impact that sport and the arts can make on poor neighbourhoods, and of government spending and policies on sport, art and leisure (DCMS, 1999, p 5). The overwhelming majority of a large number of English Schemes submitted to PAT 10 claimed that they were beneficial to youth, but few had any evaluation data based on outcomes (Collins & Kay, 2003). Within the case studies the report looked at sport's contribution to health, crime, employment, education and economic development. It deals in text and case studies with 'at-risk' and delinquent youth, ethnicity and disability. However, there was a noticeable absence of reference to school-based physical education (Tait, 2000). Throughout, the implicit emphasis was that previous initiatives had failed to be the catalyst for effective regeneration due to solutions being brought in to communities, rather than by engaging the local population. This had been coupled with an over emphasis on physical renewal and infrastructure changes, rather than investing in better opportunities for local people. Table 3.1 shows seven barriers to wider contribution to neighbourhood renewal, as identified in PAT 10 (DCMS, 1999).

Table 3.1 Barriers to wider contribution to neighbourhood renewal

<ul style="list-style-type: none">◆ community development projects often focused on the requirements of particular funding organisations or programmes (inputs and outputs), rather than on the needs of those on the receiving end (outcomes)◆ community development projects were often funded on a short-term, project basis, whereas a longer period, supported on a more 'mainstream' basis, will often be needed for sustainable benefits to accrue◆ arts and sports bodies tend to regard community development work as being both an 'add-on' to their 'real' work and as a lesser form of activity◆ other bodies involved in regeneration tend to regard arts and sport as peripheral; regeneration projects tend to focus on changing the physical environment, and to pay insufficient attention to building individual and collective 'self-help' capacity building within the community◆ a lack of available evaluated information about the regenerative aspects of arts and sports community development projects, and information in accessible formats about facilities/funds available to community groups and people/groups at risk of social exclusion◆ schools could play more of an important role in developing the habit of participation in arts and sports◆ links between arts and sports bodies and the major organizations involved in area-based community regeneration schemes are often poor

(DCMS 1999, pp 34-35)

By 2001 the SEU was expected to report back with a detailed report on the actions in response to the various aspects of PAT 10's suggestions. Despite the long-term nature of Labour's initial policies, the emphasis had clearly altered and there were expectations for short-term reforms and results. Undeterred by the alterations, claims by the then Minister of Sport, Kate Hoey, stressed "*the social inclusion agenda is firmly embedded in DCMS policies*" (Social Exclusion Unit, 2001, pp 130-131), though it was apparent that the exclusion agenda was not solely driven by the nominated unit.

3.4 Policy Approaches to Inclusion through Sport

Specific examples of good practice related to the use of sport to tackle exclusion have been documented in key DCMS publications (DCMS, 2001). Many of the examples cited had also appeared in earlier documentation, such as the Good Practice Guides published in 1995 (No. 15), which show an innovative approach to integration and sports leadership. There is an acknowledgement that sport must work with other agencies, and that a cross-cutting agenda is required to enable change. The examples below illustrate three different policy initiatives designed to contribute to this.

3.4.1 Positive Futures

One of the touchstones of the New Labour approach was that emerging policy should be based on evidence, rather than being ideologically motivated or purely pragmatic, as exemplified by the Positive Futures Programme. It is a classic example of a national sports-based social inclusion programme, managed within the Home Office Drugs Strategy Directorate, with an advisory group made up of representatives from the DCMS, Connexions and Sport England

(Positive Futures, 2003). It was one of an abundance of initiatives which aimed to engage people through sport in addition to empowering and building mutual respect, community cohesion and trust, thereby providing cultural 'gateways', using sport as a catalyst for engaging and regenerating people. As Rose (1990) advocates, the programme adopts a bottom-up sports-led social interventionist approach, orchestrated by community sports coaches facilitating the development of work plans with specifically targeted marginalised young people. These front line workers, according to Gratton & Henry (2001), possess skills, ability and respect which transcends a fair proportion of suspicion found on deprived estates, although there is a heavy geographic focus.

Positive Futures was initially designed to ensure sustainability for a longer period of time than the proposed funding, an ongoing criticism of previous initiatives. The programme had scope for short-term appraisal and subsequent modifications, which included extending the funding available, including areas of high crime, and a more targeted age bracket (17-19) in areas of high crime which have been considered. Integral to the sustainability has always been the desire to engage participants, plus monitoring and evaluation. Throughout the Positive Futures documentation, there is a repeated emphasis on the principle that the programme is a relationship strategy concerned with building bridges, to "bring cul-de-sac communities closer to the social highway" (p 8). For the DCMS, the programme dovetails into a multitude of recommendations, suggested in the Pat 10 Report, with the shared objective to maximise the impact on poor neighbourhoods by using sport to combat social exclusion. Whilst Pat 10 articulates the attractions of using sport to establish relationships, more recent documentation (DCMS, 2002) recognises the wider package of measures available.

Unsurprisingly, commensurate with government statistics, since its creation Positive Futures is believed to have shown real signs of success (Positive Futures, 2003). For the core of specifically targeted high offenders however, the percentage uptake has to date been disappointingly low and, therefore, ineffective for the hard core of deviants. However, initial statistics state that in terms of attracting and engaging young people living in deprived areas, despite the voluntary nature of the initiatives, nearly 35,000 young people have been attracted to the programme. Approximately 85% of the people (mostly aged 10 to 16 years old) are believed to have developed a meaningful relationship and have shown encouraging signs of progression, ranging from improved educational performance, joining sports clubs and making personal developmental progress. Its impact appears to be having a positive effect in relation to ethnicity as 18% of residents in the wards hosting projects were non-white.

As Hylton (2008) stated, Positive Futures clearly set out to satisfy objectives associated with young people and community safety, and is a good example of partnership working. The Positive Futures Reports provide evidence of the benefits of sharing objectives in order for the initiative to have a positive impact on both individuals and poor neighbourhoods. As a result of

the ongoing evaluation, it has enabled subsequent projects to be given a greater emphasis in broadening interpretations of sport's role in the social exclusion agenda (Positive Futures End of Season Impact Report, March 2006). However, Hylton (2008) noted that while the programme has been a useful vehicle, deterring cases of demarcation where local expertise can be amalgamated to bring together sport with broader agendas and agencies, this has led to overlaps of resources at basic staffing levels.

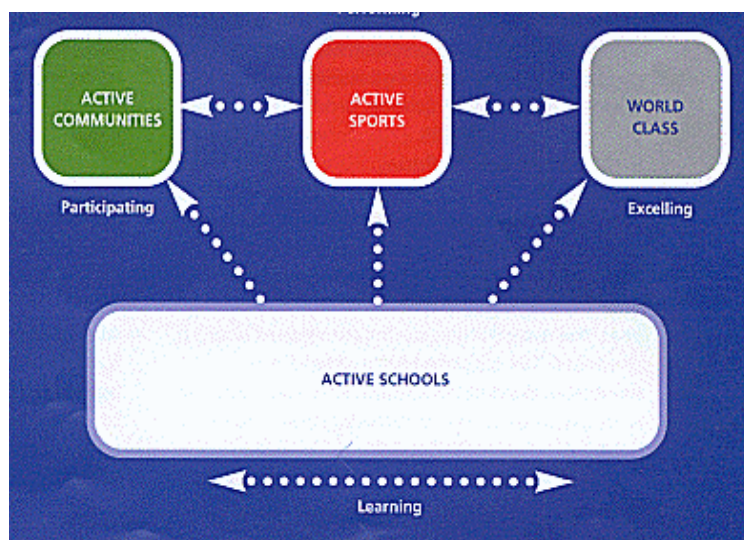
3.4.2 The Active England Programme

During the early 1990s at a time when central government was marginalising local government, the Sports Council was attempting to integrate local authorities into a network of partnerships focussed on sport for young people through the formulation of the National Junior Sports Programme (NJSP). This focused on the needs of 4–18 year olds, in order to achieve greater coherence and direction in policy to the disparate range of schemes, funding opportunities and providers. By the mid 1990s in its broadest context, sport in the UK began to be formulated through principally pro-active planning, consultation and joint working. This holistic move allowed sport and physical education to become formally embedded in the National Curriculum, as well as being supported by a wealth of policy initiatives in Raising the Game. For sport, the focus moved away from welfare to the projection of national identity (Department of National Heritage, 1995).

Involvement of the Youth Sport Trust and increased resources from a range of sources, including the Department for Education and Employment (DfEE), coupled with more creative and effective marketing, saw an evolution of better policy and practice reflected in Sport: Raising the Game (1997). It had a variable take-up across the country and was soon overshadowed by the Active and World Class Programme, launched in 1998. This was intrinsically linked with an educational dimension driven by David Blunkett, the then Secretary of State for Education, who advocated the use of PE and sport as a method for young people to gain important life skills to enhance future employment prospects, such as team work, confidence building, leadership and communication skills.

The Active Programme was not designed to supplant Eady's Sports Development Continuum (1993), and in many respects, The Active England Programme was Sport England's attempt to view sport holistically and to draw together the myriad of initiatives and loose threads that had evolved almost out of control during the mid 1990s. The Active programme, as shown in Fig 3.2, launched in 1999, was intended to complement the World Class Programme, which in turn had evolved through the Lottery Funding stream. The broad objectives of the whole programme were summed up by the slogan, More People, More Places, More Medals.

Fig 3.2 The Active Schools Programme



The Active Communities element was based on a multi-agency approach. The aim was to give local communities the ability to provide more opportunities for people to become active by building community-based organisations in order to create sustainable opportunities. The intended recipients of the global grant schemes were designed to support local initiatives and individuals to access appropriate local vocational training, as well as to provide links to work placements, childcare and travel funding. The recipients were deemed to be those most likely to be socially excluded. Additionally, the DCMS explicitly recognised that ethnic minorities are disproportionately at risk of being socially excluded. Within this context, the government began to implement policies designed to combat deprivation in general, with policies targeted at ethnic minorities in particular.

As an initiative, the Active England Programme was relatively short-lived. Whether this was to do with poor design or the fact that it has evolved into a new framework, is difficult to ascertain. What is apparent is that additional funding from the government in 2004 enabled a rapid expansion of the Active Schools element, driven by the National PE School Sport, Club Links (PESSCL) Strategy and the PESSYP Professional Development Programme (Youth Sport Trust 2008), with a tighter focus on young people, schools and education. The NJSP was incorporated into Active Schools, arguably the most crucial tool in Sport England's More People programme, and expanded to incorporate TOP Play, TOP Sport and Sportsmark and became the umbrella programme for the School Sports Co-ordinators and the Partnerships (Hylton, 2008).

3.4.3 The School Sports Partnership - An Example of a Non SEU Policy

According to Flintoff (2003), the cause of the increasing focus on young people in UK sport policy has been fuelled in part by concerns about increasing levels of childhood inactivity and obesity and the lack of international success in sport, and it could be argued that the social

exclusion agenda has also had a role. A plethora of policy initiatives aimed at young people has been developed, including the School Sport Co-ordinator programme, which re-focuses the government's commitment to youth sport, sport in education and sport as a tool to tackle wider social issues. The initiative involves sport and education and a surplus of other agencies who have responded to the government agenda to ensure 'joined up policy' thinking and to fuse co-ordinated links between PE and sport in schools, both within and outside of the formal curriculum, with those in local community sports settings.

A Sporting Future for All (DCMS, 2000), initially prescriptively established sport in an educational context as a central element, and outlined a commitment to the development of the School Sport Co-ordinator Programme and School Sports Partnership Programme, to sit alongside and extend the work of the Specialist Sports Colleges. Inevitably, schools were very much at the hub of the initiative, with PE teachers taking on the key management roles in the programme (PDM, SSCo), rather than, for example, sports development officers. The multi-agency initiative, managed and delivered by Sport England, the Department for Education and Skills, the Department for Culture, Media and Sport, the New Opportunities Fund and the Youth Sport Trust, focused on specific geographic areas of either urban or rural disadvantage. Through this network of co-ordinators, partnerships were formed with families of primary, secondary and special schools in order to increase sports opportunities for young people by way of physical education and out-of-school-hours learning activities (OSHL) (Sport England, 2003).

A central premise of the programme was the strategic development of networks and partnerships to maximize the quality, quantity and coherence of youth sport and PE opportunities. The aim of the programme was to increase sports opportunities for young people through a co-ordinated PE and sport programme; however, the underlying principles are much wider than this. PE and sport are identified, in an instrumental way, as valuable activities in the promotion of wider social and educational goals. The outcomes identified in Table 3.3 show that PE and sport are seen as playing an important role in the promotion of social inclusion, helping to prevent youth disaffection, and in contributing to whole school improvement. The intrinsic philosophy of the programme, reflecting the government's wider agenda, is one of social inclusion to increase participation in sport for all young people, in particular those from groups previously under-represented, which mirrors the broader aims of the previous NJSP.

Table 3.2 The Targets of the School Sports Co-ordinator Programme

Outcomes
The School Sport Co-ordinator programme should:
<ul style="list-style-type: none">• increase participation amongst school age children;• improve the standard of performance by children across a range of sports;• improve motivation and attitude resulting in an increase in pupils' achievements in all aspects of their school life;• increase participation by girls and young women, black and ethnic minorities, disabled young people and young people in areas of socio-economic disadvantage;• increase the number of qualified and active coaches, leaders and officials in schools, local primary schools and local sports clubs/facilities
School Sport Co-ordinator Programme Handbook, undated Section 1/2

A success criteria of the School Sport Partnership Programme (SSP) rested on the development of partnerships between the different agencies involved in the delivery of youth sport. Attracting increasing attention is Bramham's (2002) view, that the traditional top-down approach to delivery is inadequate. The potential success or failure of the sport and social inclusion agenda ultimately rests with the abilities of the practitioners on the ground. Through a myriad of sports policies there exists a comprehensive network of local sporting organizations with extensive local knowledge. Flintoff (2003) further supports this belief and reasons that change will come from a bottom-up approach. The DCMS confirm and support this approach, which is displayed in their attempts to embed the role of sports development work in local areas, to promote, develop and manage opportunities for people within their local communities. Their belief is that by working at a macro level in the heart of the community, sport can make a unique contribution to exclusion in society (DCMS, 2001). However, as Houlihan (2000, p 181) notes, depending upon the differing interests of different groups and organisations, young people can be seen as *"future or potential workers and citizens, health sector clients, elite athletes, consumers of leisure services"*. In other words it is the desire, not the delivery, which is of most importance. The new policy directive has to face competing interests whilst also fitting into the broader existing policy context. The types of activities and opportunities on offer to young people, and specifically which young people benefit, is key to its success. However, the deliverer role of education is an additional issue, which is overlooked in much of the literature surrounding the delivery of initiatives. Within this context, any new initiatives, although driven by external agencies, rely on key staff in schools. Outcomes therefore depend on a struggle between influential gatekeepers who are in a privileged position to enable or constrain new initiatives.

3.5 The Use of Sport to Promote Inclusion Among Ethnic Minorities

Chapter 2 highlighted race and racism as part of the lived experience of many people in the UK. The subtleties of racism in a sporting context are worth exploring as this dimension has the potential to be of significance when looking at the use of sport in a wider dimension. To date, literature has tended to focus on the race dimension of sport (Hoberman 1997; Fleming 2001; St Louis, 2004) and sports and social exclusion (Collins and Kay 2003; Tait 2000), but has

omitted the link between race and sport and the wider exclusion agenda, which it can be argued are intrinsically linked. Furthermore, the research which has been produced is structured in a way such as to exclude the community-based initiative or dimension. This perspective is key to this study, as the intention was to explore individual experiences, effects and benefits (perceived or otherwise) to their everyday lives.

It is important to start this discussion by exploring the unique barriers to participation deriving from racism within sport, as experienced by many ethnic minorities.

We might all be equal on the starting line, but the resources (political, economic and cultural) that people have and the hurdles that people have to leap to get there are inherently unequal.

Jarvie 1991, p 2

The emergence of scientific discourse on racism in sport stems from a plethora of available literature (Cashmore, 1982; Hargreaves, 1997; Jarvie, 2006), although until fairly recently it was an area which sociologists neglected due to the fact that the mainstream ideas about sport were primarily concerned with the physical body. One of the earliest works, the comment on sport by James (1963), remains a classic statement on the relationship between cricket and the Caribbean community during the 1950s and early 1960s, through an auto-biological framework. The work principally highlights the symbiotic relationship between the changing racial compositions in society and in sport. More recent texts take this a step further by looking at the relationship between sport, racism and ethnicity. The growth in this area of literature can be seen to stem from the growth of success at an international level by black sportsmen and women, political claims that sport remains relatively free from racism, and finally the development of non-racial or anti-racist sports movements (Jarvie, 1991; 2006). A feature of many texts includes axiomatic arguments about racism and racial differences which have contributed to racist beliefs about different people's sporting ability.

A commonality is the focus on black athletes where, in this circumstance, black refers to athletes of primarily African and/or Caribbean origin. Discussions about the supposed inherent athleticism of blacks is highlighted as an example of how race pervades understandings of human difference and potential but, in the main, excludes black women. Jarvie (2006) observes that in addition to the lack of gender consistency in research, there is also a lack of analysis related to class, thereby producing a wealth of literature which remains colour, class and gender blind. This results in a loss of the ability to understand the complex inter-relationships between racial and class dynamics which are instrumental to understanding racism in the wider society (Reid, 1997).

St Louis (2004, p 31) argues that the abundance of successful, high profile black athletes across a range of competitive sports is often taken to provide a prima facie case for the existence of racial physical competence. For authors such as Hoberman (1997), youth, physical

fitness, prowess and athletic dominance has been linked to biological determinism, and athleticism and race have become firmly aligned, hence the interdependence of biological racism and cultural differentialism indicative of racism. Others believe that racial athleticism must be dismantled, and they have argued that sport is the great equaliser as a method for promoting social mobility, assimilation and integration and as an aid to foster individual achievement, competitive spirit and team work (Hall, 2000).

However, the reality for black sportsmen is that despite the principle of equality remaining central to modern sport, the entry for black players into certain predominantly white teams in itself does not produce equality of treatment, especially when considering the tactics of stacking and centrality. However, as Jones (2002) advocates, despite the profile of black sportsmen in sports such as football, data reveals a continued existence of stereotypical attitudes, which limit opportunities within the game.

In the context of a hostile society, minority groups may use sport as a means of establishing cultural identity and asserting independence. Whereas some 'black' athletes see sport as an arena for ethnic achievement, the role of Asians in sport is less comprehensively researched (Ismond, 2003) and therefore the significance and function of sport in Asian cultures is not yet fully or adequately recognised (Parekh, 2000; Hylton, 2008). In addition to the overall lack of coverage of Asians in sport, researchers have collectively failed to distinguish between the vast diversity of the Asian population in the UK, and have viewed them as an homogenous group in the main. Bains & Patel's (1996) and Bains (2005) research highlights the diversity amongst the Asian community whilst stressing both the popularity of participation in football along with the extent to which racism within the sport (actual and perceived) is a barrier to involvement at all levels. According to Fleming (2001), many Asians experience racist abuse, both verbal and physical, which is as prevalent in sport as elsewhere in life/society. The PSI survey suggests that for Asians there is an added religious component to racial discrimination which has become more prevalent in the aftermath of September 11 and the ensuing 'war on terrorism'. This has been significant in focusing the spotlight on the Muslim community (Modood, Berthoud, Lakey, Nazroo, Smith, Virdee, and Beishon, 1997, p 352). There is a feeling that physical violence directed against them is often more legitimised through sport. The reality is that sport, even through physical education, is not the great equaliser that it is claimed to be. The DFES (2001, p 45) survey reveals that West Indians were more inclined to use local facilities than their white or Asian counterparts. In contrast, it has been argued that Asians take their academic studies more seriously and have formed their own increasingly realistic aspirations to enter other walks of life, including business, law and medicine; perceived as more realistic routes to success than sport (Jarvie, 1991; Mason, 2000; Kaushal, 2001).

There is a belief that sport reveals underlying social values and also aids expression, and defines and assists in the creation of identities. MacClancy (1996) sites *Rocky III*, in which the

American protagonist beat his Soviet opposite number, as a classic example of sport's moralistic duty as well as patriotism. Equally, sporting values and good sportsmanship are associated with the characteristics of good leadership and positions of responsibility in the colonial service, hence the belief that sport helps to define both moral and political activity. For Jarvie & Reid (1997), it serves to consolidate patriotism, nationalism and racism.

It is clear from the literature available, that although there is depth in the volume of literature which examines the role that racism plays in sport, its manifestations and the consequences on the recipients, there appears to be a significant gap of knowledge which covers the impact that sport has in realising social mobility, integration and social status, as advocated by Jarvie and others. According to Jarvie & Reid (1997, p 218) sport has been viewed as a vehicle for valorising black power, as a means of marking racial self-expression, along with a means of pursuing social and economic mobility. The examples which are cited relate to the highest profile athletes who, it could be argued, at the pinnacle of their careers had their choice of publicity, economic independence and status. This includes Carl Lewis, Ian Wright and Denise Lewis. For other noticeable high-profile athletes, their status and social mobility have been viewed against the backdrop of colourful lifestyles, politics and notoriety, and include the likes of Mohammed Ali, Mike Tyson and OJ Simpson. However, in relation to the experiences of the minority ethnic communities in the UK to date, the research to substantiate the role sport can play in addressing social inequality has yet to be produced. As a means of developing a body of critical literature, a future focus on this area must take place in order to effect social policy change in the area of social equality. Sport is commonly cited as a useful tool to engage young people as a way to combat social exclusion. However, the lack of concrete evidence to support its usefulness will continue to marginalise any potential effect.

3.6 Issues Surrounding the use of Sport to Tackle Wider Social Issues.

In the current political push to link sport and the arts to community regeneration and urban renewal, researchers and government departments alike have arrived at similar conclusions; that despite the anecdotal evidence and case studies, there is little hard evidence or longitudinal data of the social costs and the benefits involved in linking sport and the arts with reducing exclusion (Department of the Environment, 1989; Coalter, Allison & Taylor, 2000; Cattle, 2001).

It is worth noting the perceived and actual impact on the individuals who have been involved in the programmes. For example, The Positive Futures impact report fails to truly demonstrate even the short-term impact of involvement of the young people. Similarly, research by Long (2002) uses evidence from fourteen projects which have used, or are using, cultural activities to promote social inclusion. The analysis suggests that the projects claim benefits in relation to empowerment, social exchange and citizenship; however, little evidence of the actual or perceived impact on young people is recorded. The projects were assessed against their own aims and objectives, and it was noted that assessment and complex evaluation was difficult to

conduct due to resourcing. It was intimated that some of the projects were in danger of being constructed to meet the needs of policy criteria, rather than the needs of the community. Advocates claim that the timescales for success were too short and that there was a lack of effective education or empowerment beyond the timescales of the project.

The implication is that there is a fundamental gap between aims and objectives and the actual benefits to participants. The lack of long-term analysis also affects the validity of the results. The short-term goals do not necessarily translate into long-term life changes, away from a life of crime, drugs or low employment levels, for example. Despite encouraging evidence of successful practice, Positive Futures acknowledge that there is a need for further and ongoing research. The complexity associated with long-term relationships between agencies, projects and individuals requires a better understanding. A significant proportion of money and resources has been earmarked for the monitoring and evaluation processes, but there is a limited degree and breadth of worthwhile evaluation of long-term, sports-based social intervention. There is also sparse evidence of the impact on the wider patterns and trends within the communities where the projects are geographically based.

The definition and measurement of sport's contribution to aspects of social capacity, cohesion and capital, present researchers such as Tennenbaum and Driscoll (2005) with considerable methodological difficulties, whether they are large-scale national programmes, or sport's role in developing positive relationships. Their research explored the role of sport and recreation clubs in periods of social and economic change, and their contribution to the development of social capital, in a rural Australian community. They concluded that sports clubs have the potential to perform wide-ranging socio-cultural functions, including leadership, participation, skill development, providing a community hub, health promotion, social networks and community identity, evidence of which was identified primarily through the use of household survey data and group discussions.

An area of social exclusion which has received considerable funding in the UK, due to its highly emotive nature, is crime reduction, and research on programmes seeking to use sport with 'at-risk' populations to prevent crime through diversionary activities. Coalter (2000) suggests that there is a need for a better understanding of the nature of the processes of participation, which might lead to reduced criminality, and that this would enable sports programmes to be proactive in managing for outcomes. Whilst sport appears to be most effective as part of broader developmental programme sport's salience for many young people enables it to attract them to such programmes. Coalter believes that effectiveness is increased greatly by the integration of sports programmes with community support services. However, where the emphasis is often on the nature of the activity, of more importance is the social process involved. Those who achieved significant positive changes in self-concept and reduced recidivism may only have done so in part due to the effectiveness of the programmes.

In terms of diversionary programmes, such as those contained in the Positive Futures Programme, these illustrate a general reduction in both perceived and recorded local crime and 'nuisance behaviour' during the period of the programmes. However, authors such as Houlihan (2000) caution that the impacts varied between individuals and, as with other programmes, Positive Futures appeared to work best in partnership with other projects (especially youth services). Much of the research is characterised by admitted methodological difficulties (e.g. lack of control groups; complex relationships between cause and effect; diversity in the measures used; lack of longitudinal research). Hylton (2008) suggests where programmes are based on certain assumptions about sport – primary (environmental) and secondary (targeting 'at-risk' youth) prevention and tertiary (rehabilitation) programmes – that each requires different methods of evaluation, although these approaches should be based on a realist approach, using logic models which outline programme assumptions.

Although there is a substantial body of research in this area, there is a widespread acceptance that more rigorous research designs are required to inform both policy and practice. This may include research on the use of control groups, longitudinal studies and the nature of the relationship between activity and process and various 'success factors'; e.g. location, length of programme, inter-personal relations, the type of activity and the nature and content of associated personal and social development programmes. For Coalter et al (2000) there is a general absence of systematic empirical evidence relating to the impact of sports related projects. However, the theoretical arguments, coupled with discursive accounts, suggests that sports activities have a positive role to play as *'ingredients in wider ranging initiatives'* to address social exclusion issues.

3.7 Conclusion

It is within the context of the analysis of the dearth of policies and programmes that this review concludes. The tools that are currently being used to address the broader issues of exclusion currently lack tangible evidence of benefits, but were backed politically, financially and socially. Inevitably the government's attempt to use participation in sport as a vehicle to re-integrate the socially excluded resulted in an over crowded arena of policies, programmes and initiatives (Houlihan, 2000). In addition, the wealth of policy is creating competing programmes which address increasingly closely specified or targeted clients (Houlihan, 2000). Tait's (2000) research highlights the difficulties faced by practitioners who complain that the excessive volume of initiatives make it impossible to keep up with them. Many of the reports produced are as a result of ministers under pressure to produce policies to demonstrate change is taking place. Despite the long-term vision at the start of the New Labour government in 1997, new policies tend to have a short lifespan, overlap with others and therefore produce an excess of policies.

The Social Exclusion Unit, (1999) suggests that the symbiotic relationship between sport and health, the economy, crime, education, employment, regeneration and community development

is an increasingly important one, whose success depends on the community itself having the power and taking responsibility to address the inequalities. The importance of sport as a vehicle for change cannot be under-estimated, but has so far been predominantly un-quantifiable. There is an acknowledgement that, despite the unique contribution sport can play in tackling social exclusion, there are intrinsic benefits but that they cannot be achieved alone (Houlihan, 2000).

The Scott Porter research (2001) examines the meaning of sport for minority ethnic groups with differing attitudes to social and cultural integration. They suggest that providers need to adopt a 'theory of change' approach to the provision of sporting opportunities to diverse ethnic minority populations. At each stage it is necessary for providers to identify, and be sensitive to, the perceived and real barriers to participation, although it is suggested that there are few community-specific barriers. There is a limited amount of work by researchers and much remains at the developmental stage, indicating a need for a range of inter-related research at various levels. This includes exploring the influence of differing socio-economic and cultural contexts on sport's contribution to social cohesion and social capital, in order to assess the unique part culture specifically plays in contemporary Britain. Consideration should be given to looking at the role of sports in developing social capital within schools and its impact on behaviour and educational performance, as well as its longer-term impact on educational attainment and employment, which are the key factors in social exclusion.

It is within this context that this research aimed to explore and draw conclusions in terms of the appropriateness of the value of using sport as a mechanism for addressing social exclusion issues for ethnic minority participants. A critical review of the effectiveness of sports provision, for aptness for two contrasting ethnic groups follows, which analyses the experiences. Based on the results from the participants and the impact on young people in relation to addressing social issues, the future success of initiatives and the wider-scale impact of linking sports development, ethnicity and social exclusion will be explored. The research will endeavour to examine the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion

Chapter 4: Methodology

4.1 Introduction

This study aims to contribute to understanding of the potential social outcomes of sport. Its aim and objectives are:

Research Aim:

To examine the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion, by addressing four interrelated objectives:

- To analyse the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities;
- To establish the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people;
- To determine understandings of exclusion and the experiences and perception of the benefits of sport for ethnic minority young people, within their broader lifestyles;
- To identify ethnic minority young people's understanding of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport.

The preceding chapters highlighted the complexity of the research problem related to ethnicity, sport and the social exclusion agenda. Throughout, there is a clear acknowledgment that individuals and communities suffer from multiple factors of exclusion within society; however ethnicity remains a key overarching factor which has the potential to accentuate other forms of exclusion from society. In parallel to this it is apparent that a great deal of time, resource and finance has been focussed on alleviating social exclusion through the use of initiatives and programmes based on sports activities. This chapter discusses the research issues involved in carry out this investigation, explores the issues and implications of combining qualitative and quantitative methods and details the procedures undertaken to gain the understandings and perceptions of young people and adults.

4.2 Social Research

In its broadest sense the problem, or question to be asked in this study, is whether and to what extent can these initiatives positively affect ethnic minority communities, to reduce or negate the detrimental affects of social exclusion? Addressing this issue requires a range of empirical social science research in order to collect data about people and their social context.

[social research is] the use of controlled enquiry to find, describe, understand, explain, evaluate and change patterns or regularities in social life where research is merely a response to a challenge or series of problems.

Blaikie, 2000, p35

Good research involves more than the identification of a worthwhile topic and the selection and competent use of an appropriate method, as it is inevitably framed by conceptual and theoretical considerations. According to Somekh and Lewin (2005), early twentieth century social scientists struggled to extricate themselves from the accusations made by logical positivism, that research which lacked the solid foundation for measurement was no better than 'fancy and invention'. The development of methods focussed on seeking generalisable laws governing the behaviour of human groups leading to a contemporary setting which has progressed to social science research deemed to be on a par with natural science. However social science, it can be argued, plays a more far reaching role in the imagination of the public, policy makers and politicians. It is within this context that the importance and significance of this research problem was placed, with a view to using a combination of social science methods to form, as Kuhn (1970) describes, a 'paradigm', in order to understand knowledge, truths and values, and to provide an important framework of ideas surrounding the issues of utilising sport to combat social exclusion.

4.2.1 The building blocks of social research

Characterising the link between theory and research is by no means a straightforward matter. Of the issues to consider, the most important is what form of theory is one talking about, and secondly, whether the data is collected to test or build theories. There are two forms of theory that are worth considering in the context of this research. Merton (1966) distinguishes between theories of the middle ground such as structural functionalism; symbolic interactionism; critical theory; poststructuralism and structuration theory, and then grand theories which operate at a far more abstract and general level that offer few indications to researchers as to how they might guide or influence the collection of empirical evidence. If one wished to test a theory such as establishing differing rationales of the local authority employed staff and voluntary coaches, for the establishment of the SSP's.

Using a grand theory, or drawing an inference from it that could be tested, requires a level of abstraction likely to be so great that the researcher would find it difficult to make necessary connection with the real world. The paradox here is that highly abstract ideas must have some relationship to an external reality. For example, Giddens' (1984) structuration theory represented an attempt to bridge the gulf between notions of structure and social life and was the theoretical back cloth to an article by Layder (1993) focussing on the transition from school to work among British 18-24 year olds. The data collected, generated through structured interviews, allowed researchers to tease out the reflective influence of structural variables such as class, gender and unemployment patterns, and individual variables such as educational

qualifications, attitudinal factors and behavioural factors. The authors found the relative importance of structural and individual variables, but whilst they had hypothesised on the basis of structuration theory that individual variables would be more significant in connection with higher socio economic segments, in fact the pattern of findings proved to be more complicated than this and cast doubt on many aspects of the theory. For research purposes then it could be argued that grand theories have limited use for this social study, as they are “too remote from particular classes of social behaviour, organisation and change to account for what is observed and for those detailed orderly descriptions of particulars that are not generalised at all” (Merton, 1966, p 39).

In contrast middle range theories are more likely to be the focus of empirical enquiry. They operate in a limited domain such as juvenile delinquency, racial prejudice or educational attainment. They also vary in their range of application. For example Cloward and Ohlin's (1960) differential association theory was formulated specifically in connection with juvenile delinquency and in subsequent years this tended to be its focus. Middle range theories fall somewhere between grand theories and empirical findings. In many cases the relevant background literature relating to a topic fuels the focus for a thesis and thereby in part acts as the equivalent of a theory. Using background literature as theory results in virtually no mention of theories. Instead the literature acts as the catalyst for enquiry and for the researcher to seek to resolve an inconsistency between different interpretations of findings. Alternatively the literature allows the researcher to spot a neglected aspect of a topic (Duncombe and Marsden, 1993). Certain ideas may not have been tested but the researcher may feel that existing approaches being used for research on a topic are deficient and so provide an alternative approach.

While it is a common trait of scientists to be dismissive of research which has no obvious connection with theory, deemed naïve empiricism, it would also be inaccurate to brand flawed the numerous studies in which the publications-as-theory strategy is employed, simply because the author has not been pre-occupied with theory (Strauss and Corbin, 1998). This piece of research is conditioned by, and directed towards research questions that arise out of an interrogation of the literature, with data collection geared towards resolution of the research aims identified at the outset.

Whilst it is a common view that research is conducted in order to answer a question posed by theoretical considerations, Bryman (2000) suggests that an alternative position would be to view theory as something that occurs after the data collection and analysis of some or all of the data associated with the project. This relationship between the theory and the research refers to deductive or inductive theory. Deductive theory represents the commonest view of the nature of the relationship between the theory and social research. The researcher, on the basis of prior knowledge, deduces a hypothesis that must then be subjected to empirical scrutiny. Crotty

(1998) argued that this kind of role is principally used in sociology to guide empirical enquiry, by the process of deduction. With the final stage involving an element of induction, the researcher infers the implications of their findings for the theory which originally prompted the whole exercise.

Charmaz (1995, 2000) preferred an approach which was primarily inductive. Here the theory was the outcome of research. The process of induction involves drawing together general inferences out of observations. However just as deduction involves an element of induction, the induction process is likely to entail an element of deduction. While some researchers develop theory using this approach, equally Somekh and Lewin (2005) claim it is possible to end up with little more than empirical generalisations.

This study contains elements of an inductive approach in that the theory is part of the outcome of the research, however, initially it was more closely aligned to following a deductive linear process as advocated by Bryman (2001), but inevitable with a social science based study, analysis of the preliminary data meant that a clear logical sequence was not the most constructive in order to address the aims. Whilst the process of deduction did occur, it was better to consider this as a general orientation to link the theory and the research. Having established the process to be adopted, it was worth considering the philosophical underpinnings of the theoretical dimensions within which the study of young people was set.

4.2.2 Critical Realism and Philosophical Underpinnings

In order to provide a structure for any piece of research a social scientist must consider the theoretical dimension, what is being attempted and what the wider implications may be of any research findings (Crotty, 1998). This research has attempted to interpret social relations, which included young people's understandings and beliefs about participation in sport along with their divergent thoughts to the stakeholders and deliverers. According to Fairclough, Jessop & Sayer (2002), the issues of whether reasons can be viewed as causes, is as important for critical realists, as beliefs are aligned to the certainty that an activity or, behavioural pattern or product includes the production of meaning.

Joseph and Roberts (2004) firmly believed that critical realism is one of the most influential new developments in the philosophy of social sciences. Although authors such as critical theorists Bain (1989) tended to prioritise the action rather than the meaning, it was widely accepted that 'effects' could only be understood in and through the operation of semiosis i.e. the whole picture or the whole person. One cannot view actions in isolation; they are merely reactions to the environment (Kant, 1965; Heidegger 1991; Sayer 1992). Secondly, and of arguably greater importance in this research, was the social preconditions and the broader societal context. The issue was suited to critical discourse analysis because social context can provide "explanatory contextualisation of the production, communication and reception semiosis" (Fairclough, Jessop

& Sayer 2002, p 23). Critical realism allows researches to turn away from causality and replace it with a realistic alternative, that being, if the relationship between cause and their effects is one of natural necessity then, regardless of ones perspective, it cannot be the case that all claims about the world are equally valid (Jones, 2004).

It was the firm belief of the researcher that individuals were a product of the society within which they live, interact with, providing a social researcher the starting point within which to understand an individuals actions and reactions. By establishing the societal norms for the participants in this research, their backgrounds, beliefs, demographic profile and so on, critical realism allowed explanations of the findings and a context within which to place them, and therefore provided a useful theory on which to base this research.

The practice of social research does not exist in a bubble, hermetically sealed off from the rest of social sciences and the various intellectual allegiances that their practitioners hold. For Bryman (2001) social science methods are closely tied to different visions of how social reality should be studied. Methods therefore are not simply neutral tools; rather they are linked to the ways in which social scientists view the connection between different viewpoints, the nature of reality and how it should be explained. Equally for Cramer (1994) the major aim of social sciences was to develop principles, which explained and provide insight into the complexities of human behaviour, through evaluative examination or through controlled observation.

Consistent with Cruickshank (2003) and Polkinghorne (1991), critical realism purported that some data accurately represented external objects, properties and events, whilst others did not. Whilst some data failed to represent anything in the external world, these anomalies drew a researcher to adopt a theory of critical realism. In line with Blaikie (2005) it was important to maintain a degree of realism of the world and that people do not necessarily conform to the economic principles of supply and demand or cause and effect, rather they display a variety of responses, some directly related to their surroundings, but some not.

4.2.3 Epistemological Positions

It has been argued by Bryman (2000) that ontology is the starting point of all research, after which one's epistemological positions logically follow. Ontological assumptions are concerned with what we suppose constitutes social reality i.e. what do we believe is the nature of social reality to be investigated? In other words how do we see the world, and does it exist in a subjective or objective form? Ontology sits alongside epistemology, informing the theoretical perspective, for each theoretical perspective embodies a certain way of understanding 'what is' (ontology) as well as a certain way of understanding 'what it means to know' (epistemology).

Ways of Gaining Knowledge

Epistemology is concerned with the possible ways of gaining knowledge of social reality, whatever that is understood to be. These issues concern the question of what is (or what should be) regarded as acceptable knowledge in a discipline. In the context of this study, a key question was whether the social world could and should be studied according to the same principles, procedures and ethos as the natural sciences (Bryman, 2000). Maynard's (1994) explanation of epistemology was concerned with providing philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.

Grix (2004) stresses researchers should adopt an epistemological framework and Kuhn (1970) suggests that research should be firmly embedded within one stance, however for Wright (1992) critical realists accept the allegation that all epistemological claims are temporary and spatially located and that all epistemological discourses emerge within particular or specific times and locales. In reality, one starts with a problem that needs to be solved or a life issue which needs to be addressed and then plans the research in terms of the issue or problem, devises a strategy which seems to provide what one is looking for, then looks where the strategy directs us in order to achieve the aims and objectives. In this way the research question leads in part to the methodology. However, justifying the chosen methodology is paramount to success, in that outcomes must merit respect and inherent in methodologies is a range of epistemological positions informing the theoretical perspectives. Each epistemological stance is an attempt to explain how we know, what we know and to determine the status ascribed to the understandings we reach (Crotty, 1998). The main paradigms of relevance to this social science research -Positivism, Phenomenology, Interpretivism and Constructivism - are therefore considered.

Positivism: Applying a Natural Science mode of research to explain the social world

The positivist perspective encapsulates an unambiguous and accurate knowledge of the world.

Positivism is an approach to social research that seeks to apply the natural science mode of research to investigations of social phenomena and explanations of the social world.

Denscombe (2002, p 14)

Because science has been extremely successful in explaining the causes of events in the natural world, there is an obvious temptation to copy natural science methods as a recipe for understanding. Positivism has attempted to do this in order to study social reality. The aim of this paradigm has been to replicate the success by transposing the research methods used by natural scientists to social studies.

For authors such as Burrell and Gibson (1979), positivism is a descriptive category that describes a philosophical position that can be detected within research. Whilst many revere

scientific knowledge, with its strong common sense appeal, positivism has been subjected to criticisms which basically challenge the value of trying to emulate the natural sciences whilst conducting social research. Some of its critics (Layder 1993; Maclure 2003) reflect a growing awareness that scientific knowledge has boundaries and limitations and therefore can have negative consequences, deeming positivism as a crude and often superficial form of data collection. Indeed for this research, a rigid positivist position did not lend itself to the type of data collected based on the notion that every action or response is based on a common sense notion. Positivism, whilst providing a convenient and logical structure fails to take into consideration the unique human dimension (Norris, 1997).

Phenomenology: How Individuals make sense of the world

It has been argued that Schutz (1967) was instrumental in the anti-positivist positions of phenomenology, a philosophy concerned with the question of how individuals make sense of the world around them and how in particular the philosopher should bracket out pre-conceptions in their grasp of the world. Schultz speculates it is the job of the researcher to gain access to peoples' common sense thinking and hence to interpret their actions. In order to achieve this Berg (1989) described 'phenomenological suspension' as 'suspension of ones common sense belief in reality'. A researcher thus decides to make no use of the thesis which ordinarily guides actions and cognition, thereby making explicit to consciousness the thesis which unconsciously underlies every individual judgment made within ordinary life about reality. Whilst this approach was deemed attractive in its quest for exploring how individuals perceive their own word, by disregarding the background and individual's prior experience, makes it virtually impossible to position perceptions and beliefs and therefore achieve the research aims.

Interpretivism: Differences between natural and social science

A contrasting epistemology is interpretivism, a view according to Bryman (2000) asserts that the study of people and the environment is fundamentally different from that of the natural sciences. Therefore studying society requires an alternative logic of research procedure, one which reflects the distinctiveness of humans. For Cresswell (2003) interpretivism represents a division between an emphasis on the explanation of human behaviour that is the chief ingredient of the positivist approach to the social sciences, and the understanding of human behaviour. The latter is concerned with an empathic understanding of human action, reflecting the long standing debate advocated by Weber. Weber's sociology promotes the interpretive understanding of social action in order to arrive at a causal explanation of its cause and effect which embraces both explanation and understanding.

Interpretivism does not concern itself with the search for broadly applicable laws and rules, but rather seeks to produce descriptive analyses that emphasise deep, interpretive understandings of social phenomena (May, 2000). Consequently, the interpretivist paradigm generally leads to the use of qualitative research methods that enable the researcher to gain a descriptive

understanding of the values, actions and concerns of the subjects under study. The approach emphasises validity, though at some cost in terms of representativeness (Somekh and Lewin, 2005), which was considered apposite within this research, which seeks to draw together views, beliefs and potential long term benefits of participation in sport for specific ethnic minority communities.

Constructivism: Unique experiences of each individual

Constructivism takes the unique experiences of each individual as a starting point for gaining knowledge. Schwandt (1996) described this as being the objective knowledge and truth, that is the result of perspective. It is primarily an individualistic understanding of the constructionist position, where society is perceived to be in a state of constant flux, which is of relevance in this study. The fluidity, particularly of ethnic identity, is a key factor for young people. Additionally this research aimed to establish the views and perceptions of individuals who were regarded as being unique to both the young people and stakeholders, which corresponded with a constructivist philosophy.

In this research the study of people and people as meaning makers is fundamental to the bulk of the data collected through interviews. Both the phenomenological and constructivist approach were adopted as they provided the opportunity to gain knowledge about unique experiences and perceptions through primarily qualitative data collection, whilst providing opportunities to explore how the individuals made sense of these perception within the world they live in. The positions adopted uncovered notions of how ethnicity influences personal perceptions and how preconceived comprehension of ethnic, cultural and religious difference to ethnicity steered the perceptions of stakeholders and deliverers.

4.3 Methodology of the study

Prior to embarking on this research it was worth considering how the research would evolve and tangibly how it would 'look' or its structure. One approach considered for this research was that of grounded theory which has become by far the most widely used framework for analysing qualitative data. Grounded theory was most commonly thought of as a method of qualitative data analysis and therefore distinguished from more qualitative methods which, Berg (1989) indicated, often gave it more respect due to the exalted view of science held by the educated public and its tendency to regard science as related to numbers and implying precision. According to Strauss and Corbin (1998, p 12), the most recent incarnation of grounded theory could be described as "theory that was derived from data, systematically gathered and analysed through the research process". Two central features of the theory are that it is concerned with the development of theory out of data and the approach is iterative; i.e. there is a process of weaving back and forth between data and theory, and the data collection and analysis proceed in tandem repeatedly referring back to each other.

As a multifaceted theory, grounded theory encompasses many features. In the first instance it includes theoretical sampling which, according to Glaser and Strauss(1967, p 45), is “the process of data collection for generating theory whereby the analyst jointly collects, codes and analyses and decides what data to collect next and where to find it”. Theoretical sampling refers to the process of deciding, on analytic grounds, what data to collect next, and where to collect it, by sampling particular groups of people in this scenario it will be ethnic minorities as a result of their significance to the development and testing of emergent theory.

For Glaser and Strauss (1967) coding was the most central process in grounded theory whereby data was broken down into component parts. Charmaz (1983) believed these short hand devices separate, compile and organise the data. Whereas in quantitative data coding, is more or less solely a way of managing data, such as in social survey data, in grounded theory it is an important first step in the generation of theory. More specifically, attention to the procedure of constant comparison directs the researcher to constantly compare phenomena being coded under a certain category so that a theoretical elaboration of the category can begin to emerge (Bryman, 2000). However for this research this phase was problematic. When working in a purely social science setting, with specific ethnic minority groups or individuals, all of which could be argued as being different, then it was impossible to determine a definite end point in terms of gaining new data in the form of options, life experiences etc. Consequently the iterative process could be viewed as never ending. This was one of the fundamental reasons why grounded theory was not truly applicable to this piece of work.

Grounded theory was deemed to be time consuming due to its constant interplay of data collection and conceptualisation, whilst being incredibly complex. Bryman (2000) questioned whether the process results in actual theory, although it provides a rigorous approach to the generation of concepts it was often difficult to see that theory in the sense of an explanation of something is being put forward. Coffey and Atkinson (1996) consider that fragmenting work and coding data into discrete chunks causes researchers to lose a sense of context and narrative flow rather than to retain a holistic view of the researcher within wider society. For these reasons fully adopting grounded theory for this research was considered inappropriate.

4.3.1 Mixed method approaches in social inquiry

The distinctive feature of this research is that it revolves around the notion of people as meaning-makers, around an emphasis of understanding “how people interpret their worlds and the need to understand the particular cultural worlds in which people live, and which they both construct and utilize” (Somekh and Lewin 2005, p 16). From this emanates the principle that people actively collaborate cultural meanings which inform their actions (Blumer, 1976). As researchers there is a need to find ways of engaging with those meanings and also the process through which they are constructed, through active involvement, in order to find out how participants see the world. Despite the strong anthropological traditions linked here, it is not

essential as Somekh and Lewin (2005) advocate that the researcher is a participant observer in the everyday lives of the group being studied. However, where the researcher is absorbed within the group over time or through interviews for example, it is clear that the researcher unavoidably brings to bear their own interpretations and cultural orientations into the research and the findings.

In order to obtain the most comprehensive results from this piece of research it could be argued that a mixed method approach should be adopted, involving the planned use of two or more different kinds of data gathering and analysis techniques as alluded to at the start of this methodology chapter. Bryman (2001), a proponent of the mixed method approach, states that qualitative and quantitative methods may complement one another, especially when a small sample of cases for interview are based on extreme scores from a questionnaire, which was the original intention for this research. According to Greene, Kreider and Mayer (2005), although what constitutes mixed method inquiry is contested, there is general agreement amongst scholars that what is importantly mixed in mixed method inquiry extends beyond the numerical / quantitative or narrative/qualitative character of the different methods.

The data collection involved collecting multiple perspectives of the understanding of the targeted sports provision, established in a diverse range of schools within the Active Schools Programme. The rationale, importance and relevance to the lives of the young ethnic minority participants were designed to be explored through a questionnaire, which elicited the views of young people within four schools within the SSP. The schools, detailed in chapter 5 differed in size, rural/urban location, percentage of ethnic minority young people on role and socio status of the families residing the local catchment area. Additional data was collected from the providers of the targeted sports provision; this includes schools sports co-ordinators (SSCO) sports coaches, careers advisors, health professionals, the police and young people through interviews. Key stakeholders, such as the Partnership Development Manager (PDM) Local Education Authority Advisor interviews were also conducted. By adopting this mixed method approach, it was hoped, as Cohen and Manion (1986) advocated, it would be possible to map out or explain more fully the richness and complexity of human behaviour and the interactions with the initiatives.

The process applied here was adapted to fit the needs of the research and consequently results in a more linear data process which consisted of questionnaire distribution to young people of white and ethnic minority background, collection and analysis. This was followed by semi structured interviews with individuals who managed the SSP, delivered elements within it and those who worked areas closely aligned to social exclusion issues within the geographical area (see table 4.1), such as the Police and Housing Officer. From the questionnaires ethnic minority young people were selected on the basis of their reported ethnic identity and were then interviewed in small groups. Throughout there was scope for findings from the questionnaire to

influence interview questions. Combining a flavour of grounded theory modelling, plus adopting a critical realist stance, interspersed with a phenomenology and constructivist approach, provided an opportunity for the subject matter to be recorded and analysed in order to gain an understanding of social life and social interaction.

Table 4.1 Practitioners: Roles and Responsibilities

Practitioners title	Title or abbreviation used in the thesis	Stakeholder / Deliverer / Exclusion Area
Senior Curriculum Advisor for Children; Young Peoples Director of Quality Improvement and Support Service	Senior Sports Strategy Advisor (SSSA)	Stakeholder
Partnership Development Manager	(PDM),	Stakeholder
School Sports Co-ordinator	SSCo	Deliverer / Education
Community Co-ordinator and Transition Support Officer	The Careers Officer	Employment
Athletics Facilities Development Officer and Community Coach	Community Coach	Participation (Sport) / Deliverer
Community Midwife's	Midwife	Health
The Community Engagement Team Manager	Housing Officer	Housing
Community Police Officer	Police Officer	Crime

4.4 Conducting research with young people

At the heart of this research were young people and the desire to explore how they perceived the benefits of participating in sport, both short and long term. Essential research with children is crucial in that it can advance understanding of how they develop live their lives, as well as the contribution to wider theoretical and political debate (James & Prout, 1997). However, if the research conducted is to be in the best interest of the young people then it is critical that researchers take note of issues which arise at the planning stages, through to the dissemination of information stages. Lewis (2003) notes that issues such as ethics, consent, power relations, methodology and the dissemination process should be taken into consideration at the outset.

A major growth area for social research has been that of youth and youth related issues, principally linked to youth as a social problem (Griffin, 1993; Muncie, 1999). Whether it be youth and crime or youth and drugs, in the 1980's, to the arguments purported by the SEU, that major problems exist for young people's transition into adulthood (SEU, 1998) to the Connexions Programme, the Youth Inclusion Programme or Positive Futures (Positive Futures, 2003), there is a consensus of opinion that more research is needed if intervention strategies are to succeed. However, as young people in this context regarding researching wider social issues are often portrayed as deficient, delinquent or a combination of the two (France, 2003), as are dysfunctional families and communities (Colley and Hodkinson, 2001), this context greatly influenced the way in which many researchers engage with young people and how they are portrayed.

Youth research is continually evolving and in recent times has started to pay more attention to the need to listen to young people and recognise them as competent and reliable witnesses to their own lives. A major development in enabling this to develop has been New Labours (post 1997) growing interest in listening to young people. Though it has been argued May (2000) that this is symbolic rather than real, policy developments have enabled young people to have their say through vehicles such as The Children's Fund and The Connexions Service. Whilst idealism and commitment do not guarantee that the voices will be listened to, or that they will have any major influence on the political process, it is becoming a common objective of social policy research to incorporate and understand the views of young people.

It is within this environment that a researcher must consider what methods to use when the adoption of alternative creative methods has become a common concern in youth research. Morrow (1999) warns that using traditional data collection techniques conceived with adults in mind may inhibit the extraction of good data when employed with children. For example the use of a questionnaire which was heavily dependant on lengthy reading, internalising or understanding concepts may prove successful with some adult populations but may be off-putting for younger children. However through piloting the questionnaire with 14 year olds, it was possible to amend wording, type and style of questions to make it accessible for the intended users and make it a worthwhile tool to collect data.

It was worth considering the position of the researcher in relation to the young people involved in the study. An adult researching children highlights power imbalance, but an additional dimension was that of the researcher as a known adult, i.e. a senior member of staff within a secondary school with involvement with sporting activities. It was important to consider that this power imbalance goes beyond the traditional adult to child relationship and may affect response rates, either negatively or positively. In order to try to minimise this potential impact, this study acknowledges power imbalances and attempts to only utilise children who do not have direct contact on a daily basis with the staff members concerned, as advocated by Fraser et. al. (2003).

4.4.1 Identity in research with Young People

Researchers' responses to young people need to be sympathetic and non judgemental so as to provide a positive environment for sharing new ideas and stimulating further discussion Silverman (2001). As Macintyre (1989) states, conducting research with young people may be an opportunity for young people to express themselves in new ways related to issues of importance to them. The young people in this study are all regarded as adolescents, a period often thought of as a time of both change and consolidation. This is regarded as the period of major physical changes, attention to body image, along with intellectual growth. Development of the self concept is also likely to lead to a result of increasing emotional independence and new

approaches to fundamental decisions related to occupations, values, sexual behaviour and friendship choices.

A dilemma for individuals who wish to be fully integrated in society is that they feel they ought to play the appropriate role versus self hood. The social agents (parents, teachers, older peers etc) with whom the young person interacts are important as role models but so too are the formations of selfhood, perceived competence and coherent identity (Furnham and Stacey, 1991). An added dimension for individuals involved in this study is ethnicity, a factor which was key to this study and associated with self concept development. According to Verkuyten (1995) and Somekh & Lewin (2005) the self identity of the individual is an important consideration when conducting research related to ethnicity. This research sought to establish differences between two contrasting ethnic groups, and so of importance was the perceived ethnicity of the individuals completing the questionnaires and involved in the interviews. France (2003) believed it was important to establish the position of the individual in relation to their own ethnicity or identity in order to establish patterns which would then be assigned as the views of a specific ethnic group. This was addressed in two ways, firstly through self reporting on the questionnaire, but also through a more detailed discussion during the interviews with questions relating to cultural background, heritage, religion and the background of parents.

4.4.2 Social Relationships in the Research Process

As children grow up they learn that relationships with adults are essentially vertical in nature, in that adults are the power holders and young people have to learn to principally obey and conform. When interviewing teenagers this power imbalance must be considered as it can adversely affect responses, with young people providing the answers they feel are 'correct'. With peers, adolescents learn horizontal relationships, which are more equal and less hierarchical. Indeed close friendships are considered the rule during the teenage years, with many young people eager to participate in shared activities and to exchange ideas and opinions with friends (Youniss and Smollen, 1985). Consequently the interviews with young people were conducted in small group (3-5 people)

4.4.3 Conducting Interviews with Teenagers

Youth is a time when the conventions are rightly misunderstood; they are either blindly obeyed, or blindly challenged

Paul Valéry

In comparison to the wealth of literature related to young people's understanding of the physical world, there is comparatively little written about their understanding of the social world (Coleman and Hendry, 1999). For this type of social science research it is important for the researcher to have an understanding of the young people's own understanding of the social context within which they live their lives, particularly their understanding of the nature of racial and ethnic differences. The main focus of literature produced to date has centred on the period of

adolescence, the transitional period between childhood and adulthood, which, depending on the subject matter, could be labelled pubescence, juvenile, teenage or adolescent years. Chronologically this tends to be between the ages of 11 – 16 years though can vary (Tanner, 1978).

Whilst the biological view of adolescence focuses on physical and sexual maturation, for psychoanalysts it is anxieties and a search for an identity, sociologists the social environment, anthropologists culture patterns and psychologists tend to examine intellectual, emotional, social and moral development. Furnham and Stacey's (1991) work shows the media portrayal of the age group tends to be on the whole negative with the British media most likely to label this group as being 'criminally inclined, unemployed, and the likely victims of various crimes and accidents' Ratcliffe (2004). When conducting research work with teenagers it is important to have an appreciation of all of these areas, which is why those who work with teenagers (as the author does), are often the best placed to collect reliable and worthwhile data from or with them (Roker, 1998). What is also important to consider is the social cognitive view of adolescence and the process by which young people conceptualise and learn to understand others and society.

Knowledge about the physical world tends to be based predominantly on facts and is objective, gained through discovery, explanation, first hand experience, observation, teaching, trial and error. Social knowledge is more arbitrary, determined by social, economic and cultural definitions, expectations and requirements. This could be acquired by direct instruction from adults such as teachers, parents, peers and older children, through observation and receiving approval/disapproval for inappropriate behaviour patterns. Because social rules are often situationally unpredictable and complicated to understand, teenagers are deemed by Lewis (2003) to be operators who often apply their own notions to get what they want or can; rules and norms may be subservient to their desires. Consequently a teenager's view of society is partial, imperfect and fragmented.

In contrast the interviews with the adults (stakeholders and deliverers) followed Oppenheims (1992) approach, which provided the adults with opportunities to discuss their beliefs and perceptions, allowed them to talk freely and allowed them to add depth and richness in their responses in a semi structured format. Issues related to power imbalance and the influences of the interviewee were considered of much less importance than when interviewing young people as suggested by Alderson (2000).

4.5 Ethics models in social / qualitative research

The body of research pertaining to ethics in all forms of social research has grown over the past 20 years. (Bryman, 2001) makes clear the importance of possessing an understanding of the key ethical debates and their impact on research. The choices made during the course of social

research are at the heart of most ethical dilemmas. Bryman offers four overlapping areas or questions relating to ethics in social research.

Is there harm caused to participants ?

Is there a lack of informed consent ?

Is there an invasion of privacy ?

Is an element of deception involved ?

If there is a positive response to any of the questions, when thinking critically, then a researcher may be forced to reconsider their methods. However, it is rarely possible for researchers to anticipate all situations which may be deemed as harmful before they emerge. It is also worth questioning what constitutes harm. Harm may be physical or psychological (harm to self esteem or stress) or involve inducing the performance of reprehensible acts. A researcher should anticipate, and guard against, adverse consequences for research participants which can be predicted to be harmful (Bryman, 2001).

Consideration should be given to the possibility that the research experience may be disturbing. This care extends to maintaining confidentiality both during and after the research. This includes ensuring identities and records of individuals remain confidential and unidentifiable even after publication of results. Whilst quantitative research lends itself to anonymity, qualitative research is less easy to anonymise due to the possible identification of people and places. Using pseudonyms is a common alternative but may not eliminate entirely the possibility of identification especially regarding secondary analysis of qualitative data (Alderson, 2000).

The ethics review process, initiated in response to research malpractice, was founded on the basic principles of nonmale faïence (not harming research participants), justice, and autonomy. Collectively these principles aim to protect people from harm, to treat people equitably, and to empower potential and actual participants. The principle of autonomy enshrines an individual's right to self-determination, and is practiced through the insistence on obtaining first person, written, informed consent. Issues such as anonymity, coercion, and the right to withdraw from a project without sanction, were underpinned by commonly accepted ethical principles (Oliver and Fishwick, 2004).

4.5.1 Young People and Ethical responsibilities

According to Lewis (2003), methods presented to ethics committees in Sports Science are traditionally expected to provide evidence of control of independent and extraneous variables, to describe relatively inflexible procedures (for good reasons of validity and reliability), and to present predetermined methods of analysis, and therefore follow the tradition of the biomedical model. However this positivistic perspective as represented by the biomedical model may be too inflexible for qualitative studies. One of the key aspects of much qualitative work is an

inductive approach and emergent design of studies (including the methods of sampling and the actual direction of the study). Also, qualitative researchers present their findings in a variety of ways which differ markedly from the presentation of quantitative investigators. A different perspective on ethics, one that suggests a more flexible approach and appreciation of ongoing decision-processes, may be more applicable for the challenges facing qualitative researchers.

Ethical considerations in research are the result of weighing up factors such as complex social and political situations in which research is conducted. The principles which are drawn up, guide this action as well as protect the rights of the participants. Ethical issues permeate all research and possess a complex and deeply interwoven relationship with research methods and issues of validity. Therefore it is necessary to provide a dedicated discussion of the relevance to this research of children and young people due to the extra sensitive nature of ethical issues (Fraser, Lewis, Ding, Kellet & Robinson 2002).

According to Alderson (2000) there are three main levels of involving children in research, which demonstrate crucial power differences in children's status within research parameters. Unknowing objects of research refers to work where the children are not asked for their consent and may not even be aware that they are being researched. This could be, for example, covert research through two way mirrors. It may also include research where a researcher asks a question but no one explains why or what will be done with their responses. The power difference in this method between adult and children is acute. Using questionnaires where consent has been requested, even with a fairly rigid structure, the children are regarded as aware subjects. Active participants refers to research where the children willingly take part in research which adopts flexible methods, semi structured interviews and scope for the exploration of topics through interviews.

The research in this study was subject to scrutiny by the University Ethics Advisory Committee and was conducted in accordance with the University Code of Practice on Investigations involving Human Participants (see Appendix 1).

4.5.2 Informed consent with young people

Participation observation studies such as this adhere to a concept of informed consent, underpinned by the principle of autonomy, embracing an individual's right to self-determination. Informed consent implies that a participant freely agrees to participate (without coercion or threat of sanction being applied), and that the relevant consequences of such an agreement was understood. If the risks of research are greater than the risks of everyday life, or where modest risk of harm was anticipated, then informed consent must be given (Bryman, 2001).

Those being interviewed or observed gave their permission in full knowledge of the purpose of the research along with the consequences for them taking part, although these consequences

may not always be possible to foresee in advance. According to Lewis (2003), a more appropriate concept was rolling informed consent, which was the renegotiation of informed consent once the research was underway and a more realistic assessment of possible risks to participants can be made. Informed consent was required from each participant rather than just the major gatekeeper in an institution. For this research, whilst permission to conduct questionnaires in a school or interview staff was required, via Head Teachers, additionally, for each young person interviewed, consent was also required. For this, information sheets and consent forms were distributed to all young people and their parents/guardians. It was considered appropriate, and in many ways preferable to obtain consent in written form, and that it was given by the person concerned (first-person consent). This was intended to protect both the investigator and the research participant (Olivier & Fishwick 2003), as shown in appendix 2.

4.6 Methods

Background to the study

This outline of the structure of the methods is provided to steer the reader along a methodological route to understand its purpose, as advocated by Bryman (2001). The information sought through social science research explored the targeted sports provision in north Sheffield, developed and administrated through the Arches SSP. The process adopted collated and analysed secondary data, collect and analysed quantitative data on young people and analysed detailed qualitative responses during interviews to determine understandings and perceived benefits and address the research aims.

4.6.1 Secondary Data Collection

A detailed study of 'The Arches' SSP was produced through a critical commentary utilising predominantly secondary data, detailing the sports programme. Data from the PESSCL strategy and census data was used to establish the current uptake and participation specifically of ethnic minorities in this area. Prominence was given to ethnicity and diversity within the case study, in relation to both active participants and the provision of activities specifically devised to support inclusive activities. The origins of the school sports partnership was established and analysed in the context of using sport to tackle social exclusion issues, from a sociological and sporting perspective within the SSP.

4.6.2 Questionnaires

Research with young people was divided into two forms. Firstly the questionnaire was used adopting the principles shown in table 4.2 . Basic demographic information illustrated the diversity of the participants through ethnicity, family size, and basic socio-economic status (through free school meals). The questionnaire served as the principle tool to address key questions designed to determine influencing factors for participation, whilst touching upon the potential benefits of taking part in organised activities by posing questions which link social exclusion issues with poor health, crime rates and anti-social behaviour (as shown in Appendix

3). The questionnaire aimed to shed light on how involvement in sport relates to other areas of their life and their future.

Table 4.2 Principles of Questionnaire Construction

Principle 1	Make sure that the questionnaire items match the research objectives
Principle 2	Understand the research participants
Principle 3	Use natural and familiar language
Principle 4	Write items that are simple clear and precise
Principle 5	Do not use 'leading' or 'loaded' questions
Principle 6	Avoid double-barrelled questions
Principle 7	Avoid double negatives
Principle 8	Determine whether an open ended or closed-ended question is needed
Principle 9	Use mutually exclusive and exhaustive response categories for closed-ended questions
Principle 10	Consider the different types of response categories available for closed-ended questionnaire items
Principle 11	Use multiple items to measure abstract constructs
Principle 12	Develop a questionnaire that is easy for participants to use
Principle 13	Always pilot-test your questionnaire.

Tashakkori and Teddlie (2003)

The findings of the questionnaire were intended to be used to gauge general reactions to the engagement in the scheme, whilst drawing out generalisations about the potential benefits of being involved in the initiatives. The detailed questionnaire produced a high response rate and interesting answers, but was limited as a vehicle for distinguishing between the responses of different ethnic minority young people. Consequently more focus was given to the interviews, which were seen to provide more opportunities for the young people to express their views.

Through a process of self-categorisation in relation to ethnicity the questionnaires were designed to be used to identify a small sample of participants for the interviews consisting of participants of African Caribbean and Pakistani origin. Despite the results of the questionnaire, it did provide the researcher with an opportunity to select ethnic minorities of African-Caribbean and Pakistani origin who were either active or non participants in sport.

4.6.3 Interviews

The interviews were chosen as a method where specific topics could be explored in detail by using a semi-structured format. Issues were teased out and explored where applicable to gauge the rationale of the programme and perceived social outputs in relation to the lives of the participants. The groups of young people interviewed consisted of young males and females aged 14 – 16 years of African Caribbean origin and Pakistani origin. Semi structured interviews were used to explore issues raised from the questionnaire, plus the areas listed in table 4.3. The views of the key stakeholders, policy makers and deliverers were gained through semi structured interviews which explored the understandings and perceptions of the policy makers and those who orchestrate the activities. These individuals included the Local Education Authority Policy Advisor with responsibility for Physical Education, PDM, SS Co and key individuals who provided services related chiefly to exclusion issues namely the Police, careers advisors, health professional and community coach, detailed earlier (table 4.1).

Table 4.3 Issues explored

Issues explored with Young People	Issues explored with deliverers and stakeholders
<ul style="list-style-type: none"> • Ethnic Identity • The role and importance of sport within lifestyle; • Motives for taking part in targeted provision; • Reasons for none engagement in physical activity • What the participants believe are social problems (e.g. unemployment, crime etc); • What participants know and / or feel about the School Sports Partnership and what do these programmes mean to the participants; • The young people's situations within their family home environment and identify significant influential peers, adults or family members who influence involvement; • The wider family view / perceptions of the School Sports Partnership and its effect; • Perceptions of the benefits of using sport to address wider societal problems; • Health benefits of involvement in sport; • Opportunities for engaging in more / less anti-social behaviour as a result of being involved in sports activities; • The positive and negative roles which young people believed sport plays in social exclusion issues / agenda. 	<ul style="list-style-type: none"> • Past experiences both personally and professionally; • Principle issues and problems; • Appropriateness of the targeted provision is in catering for ethnic minority young people; • Rational behind the founding principles of the school sports partnership; • Key policy documents and establish how they have been interpreted / contextualised; • Stimulus for involvement (from a policy perspective); • Reason / stimulus for youth involvement with specific reference to ethnic minorities; • Principle aims and objectives of the Arches; • Work methods and practices adopted; • Policy priorities; • Successes; • The significance of ethnicity and cultural diversity; • Provision for differences in participants, such as religion, gender, income, family background; • Special dimensions in place specifically for two contrasting ethnic minority groups (participants of African Caribbean and Pakistani origin); • Perceptions of the operation in terms of effectiveness; • Long term benefits of targeted provision

4.6.4 Data Analysis

Questionnaire

The data from the questionnaires was coded and entered into the statistical package SPSS in order to generate cross tabular charts, graphs and aid the visual display of data, to allow the efficient processing of large amounts of data (Berg, 1989). The responses in relation to participation and the principle exclusion issues identified in the questionnaire was analysed by gender and ethnicity (white, African-Caribbean, Pakistani and mixed race).

Interviews

The interviews were recorded and then transcribed word for word, to reflect the nature, confidence, and content of the interviews, rather than the researcher attempting to jot down key points throughout thereby producing a disjointed written account or disturbing the train of thought for the interviewer or participants (Wright (1996). The transcripts for the ethnic minorities and stakeholders and deliverers were then examined within the common content

themes of understandings of sport in schools, social exclusion and the perceived benefits of using sport to tackle wider exclusion issues, to aid the flow of emergent themes (Norris, 1997). The iterative process involved in the data collection was transparent in the analysis of the interview responses in the context of the individual's perceptions. Through systematic analysis, the rationale for the operation of the sport partnership was illustrated, along with an identification of the factors influencing participation for ethnic minority groups. Transcripts showed the rationale of the School Sports Partnerships by key stakeholders and the perceived understandings of social exclusion on the lives of the ethnic minority young people by all the adults interviewed. Evidence shows the effect involvement in activity was having on the lives of young ethnic minorities in relation to social exclusion issues and the analysed data was used to illustrate perceptions of long term benefits created by sporting opportunities for both ethnic minority young people and stakeholders.

4.7 Summary

This chapter has outlined the methods used to collect the data which have been selected due to unique dimensions of the study, utilising a teenage friendly approach which strives to explore, tease out and develop the thoughts of the young people involved. The approach was designed to maximise involvement and instil ownership, whilst the collection methods are designed to minimise the invasive nature of interview.

A methodological approach and framework adopted in this social science research has been provided. Consideration was given to the philosophical construct which recognises, through critical realism, that behavioural patterns and beliefs must be viewed within the context of the whole person, or whole picture, and that individuals are in part a product of the society in which they live (Denzin and Lincoln, 1994). This approach has allowed an explanation of the findings and a context within which to place them.

Chapter 5: Sheffield The Multi-Ethnic City

5.1 Introduction

This chapter provides a background for the reader concerning the location, demography and idiosyncrasies of the city in which this research takes place. Data from the Health Authorities helps to define the city in terms of geographic profile and deprivation, based on health, disability, education, skills and training deprivation, through the Index of Multiple Deprivation (IMD). In addition, census data exemplifies the extent of exclusion which is shown through differences between political wards. It is imperative to understand the context within which the participants are based, and how the city moulds the life of the pupils involved, due to the city's layout and its sporting perspective. The chapter utilises data from the PESSCL Surveys of 2004 - 2006 to illustrate sports participation in the Arches School Sports Partnership, in order to provide the contextual background of participation for the pupils being studied. Finally, secondary data from recent OFSTED inspections and census data (2001; 2004) is utilised to outline the profiles of the individual schools in the study and the roll played by sports activity, thereby providing a framework at a local level for the questionnaire and interviews.

5.2 The Profile of the City

Sheffield was awarded the first National City of Sport in the late 1990s, although its reputation as a sporting city precedes that date due to its long-standing heritage. In 1857 the world's first official football club was formed, Sheffield FC which, coupled with Hallam FC, are the two oldest club sides in the world (Binfield et al, 1993). Sheffield United and Sheffield Wednesday provide league status football serving to divide the city between the 'Blades' and the 'Owls'; the city has hosted the World Snooker Championships at the Crucible Theatre since 1977. Other examples include the English Squash Open Championship along with a host of other National and International competitions, such as motocross and Show Jumping. The city also boasts the Sheffield Eagles (Rugby League), the Sheffield Tigers (Rugby Union), the Sheffield Sharks and Hatters (Basketball) and the Sheffield Steelers (Ice Hockey), amongst many other amateur teams (www.bbc.co.uk/southyorkshire/content/articles/, April 2005).

Whilst the city has a rich and diverse sporting network, the city council committed itself to a building partnership with the private sector as part of its integrated strategy for economic regeneration, and through the work of the Recreation Department, became involved with hosting the World Student Games in 1991. Allender (2001) believes that sport was not originally on the economic agenda, and the focus was on cementing the relationship between the council and the private sector in an attempt to give Sheffield an international profile, which it duly succeeded in doing, at an estimated cost of between £10-28 million in losses. The decision to pursue the World Student Games was within the context of a reduced council budget due to rate capping which necessitated cuts in basic services such as housing, social services and education in order to finance it, which in turn affected social conditions and access to services for many of the city's poorest communities.

However, a wealth of extensive world-class sporting facilities and cultural venues were created including the Don Valley International Athletics Stadium, Sheffield Arena and Ponds Forge International Diving and Swimming Complex (Taylor, Evans and France, 1996). Additionally, there are top-class indoor facilities for tennis and bowling as well as the National Ice Skating Arena (Ice Sheffield), Sheffield Ski Village, and two large indoor climbing walls. Despite the cynicism heaped upon the city and its Labour councillors at the time (Hey, 2005), the forethought inevitably created the infrastructure which generated a favourable environment for the city to expand its sporting facilities and subsequently to become home to the English Institute of Sport, providing an administrative base for many National Governing Bodies and regional training facilities.

5.2.1 Education in the City

The 1960s saw a rapid growth of the University and former Polytechnic, which had an enormous impact in relation to the prestige and economy of the city. The University of Sheffield employs some 5,500 people with an estimated annual income of £159.6 million contributing enormously to the local economy. These two institutes, combined with The Sheffield College (providing 16+ education), bring some 45,000 students to the city annually (Matheus, 2005). At secondary level, Sheffield has 25 co-educational fully comprehensive schools. Five of these are located in the west or the south west of the city and cover Key Stage 3-5; the other secondary schools (for KS3-4), plus two Catholic Schools located centrally, covering KS3-5 (Sheffield Policy Unit, 2006).

Fig 5.1 shows the location of the four secondary schools forming part of the Arches Schools Sports Partnership and their positioning within the political wards. The catchment areas for each school do not conform to a radial pattern, as is the case for schools in neighbouring education authorities, which is indicative of the city and its topography. Hills, valleys and bus routes play a large part in the distribution of the catchments and this unique landscape shapes the city, not only geographically, but also educationally and socially. The principal wards, additional graphs and tables for this chapter are available in Appendix 4.

5.3 The Research Area

Fig 5.1 The location of the four schools in the Arches School Sports Programme

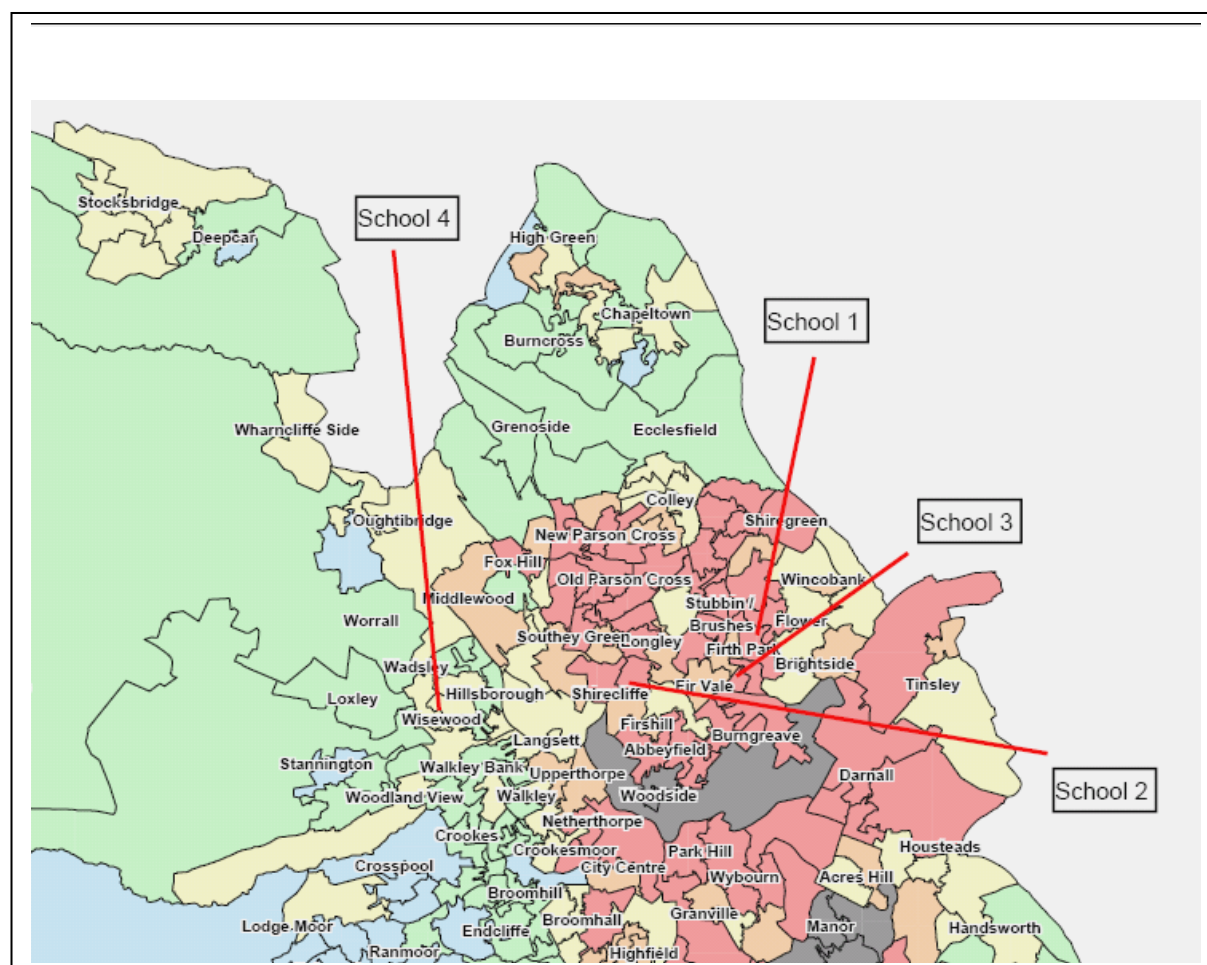


Table 5.2 School Catchment Areas by Wards

	School 1 (Firth Park)	School 2 (Parkwood)	School 3 (Fir Vale)	School 4 (Wisewood)
Wards	Firth Park	Southey Shiregreen	Burngreave Shiregreen Brightside Darnall	Hillsborough Walkley Stannington

5.3.1 Ethnic Communities in Sheffield

The youth community in schools reflects the city's ethnic diversity, and pupils come from a wide range of cultural backgrounds with a rich linguistic heritage. According to the Sheffield Policy Unit (2006), 61 different languages are spoken by pupils, the principal ones (excluding English) being Punjabi, Arabic, Bangla (or Bengali), Somali, Creole, Cantonese and Pushto (Arabic script). 8.9% of pupils are bilingual, which is evident within schools located in areas with a diverse ethnic mixture, many of whom have well-established 'English as Second language

units' and significant and developed literacy support units. Within secondary schools across the city, the two most prominent ethnic minority groups have Pakistani and African-Caribbean heritage (Sheffield.gov.uk, 2006).

Sheffield is governed by the elected City Council, which for most of its history has been stoically controlled by the Labour Party, although there have been brief periods of Liberal Democrat control (Binfield et al, 1993). With a population of 516,000, the city is often described as an oversized village, even though it is actually the fourth largest city in England. The prediction of the mid census data estimates 91.2% of the population as being white, 4.6% Asian, 1.6% mixed and 1.8% black. Other notable populations in the city include Polish, Somali, Slovak, Yemeni, and Kosovans; 68.6% of the population are Christian and only 4.6% Muslim, with other religious groups representing less than 1% each (Office for National Statistics, 2004).

From 1948, Sheffield, like other urban conurbations saw large numbers of immigrant workers from the British Commonwealth as part of the Windrush generation. According to Fine (1992), the first immigrants to settle in Sheffield after the war were members of the Polish armed forces who were reluctant to stay in Russian occupied Poland, and who found work in the steel and mining industries in the 1950s. The city also has a significant Somali population, which is reflected in local population studies. During the 1930s, Somali seamen, who had originally settled in British ports, gravitated towards industrial cities like Sheffield to work in the steel and mining industries, who, by the 1980s were joined by family members after the civil war broke out in 1988. Research conducted by Ferrell and Hamm (1998) indicates that of 249 Somali residents questioned, 91.9% came to Sheffield as refugees. 35.8% had been in Sheffield for five years or less and 64% had been in the city for six years or more. The Somali community have expressed their experiences of considerable amounts of racism both from the white majority and other ethnic minority groups, due to their distinctive clothing, cultural habits and language. During the early 1990s, large concentrations of Somali families were placed in large, predominantly white, council house estates in the Manor Ward, but they have subsequently moved and now tend to be located throughout wards such as Broomhall, Pitsmoor, Firth Park, Park Hill, Manor, Sharrow, and Netherthorpe, suggesting changes in settlement patterns (Ferrell and Hamm 1998).

Another ethnic minority group of note is the Yemeni population whose first arrivals were predominantly seamen, followed in the 1950s and '60s by labour migrants encouraged to come to the UK to fill gaps in the industrial sector, unlike the African-Caribbeans in the service sectors. High levels of unemployment as a result of the steelworks closures saw many Yemeni's migrate to the Gulf States by the 1980s, although the population in Sheffield has since swelled as a result of refugees, friends and families and is now estimated at 3,500. Commensurate with the Somali population, they suffer from high levels of unemployment, a lack of English language

skills and racism, although undoubtedly the Yemeni population profile has been raised by individuals such as the boxer Prince Naseem and his influence around the city (Hey 2005).

The distribution of ethnic minorities varies across wards. For Burngreave, Darnall and Castle, around 30% of the population are from ethnic minorities, which is considerably higher than the city average. The Pakistani community is Sheffield's largest minority ethnic group (Census, 2001), with large numbers in the Burngreave, Darnall, Nether Edge and Central wards. The Indian community is more prevalent and is found mostly towards the more affluent west and south-west of the city. The Chinese community is pervasive throughout the city with concentrations in Broomhill, which incorporates large numbers of students. The Bangladeshi community is concentrated largely in the Darnall and Central wards, which contains a high density of mosques, religious buildings and Community Centres. Trends show that the African-Caribbean population is concentrated in and around the Manor, largely in council and housing authority estates. Identifying the Yemeni and Somali community is less easy, based on the 2001 census data. The Somali community is identified in the Census as part of the Black African group, and appears to be concentrated mostly in the Central and Burngreave wards. The Yemeni community is more difficult to place and is probably split in the Census between the 'Other Asian' and 'Other Ethnic Group' categories. It appears that this community is concentrated mostly in the Burngreave, Central, Broomhill and Darnall wards (Sheffield City Council Corporate Policy Unit, 2004).

According to Reid (Sheffield Health Authority Information & Research Department, May 2001) the IMD is the most comprehensive set of deprivation indicators currently published for English local authorities and wards. It largely reconfirms the position shown previously by indicators such as the Townsend Index, but underlines the multi-dimensional nature of deprivation in many of Sheffield's wards and the extent and consistency of inequalities within the city.

Based on the index indicators, Sheffield has higher overall levels of deprivation than the majority of Local Authorities. Ten Sheffield wards, comprising 30% of Sheffield's resident population, rank within the most deprived 10% of all wards in England, with the Manor sited in the most deprived 1% of all wards. In contrast, the wards located in the west, such as Broomhill and Ecclesall ranked in the least deprived 5% of all wards. The range from most to least deprived, make Sheffield one of the most unequal cities in the country (Sheffield Health Authority, 2001).

5.4 The Sheffield Sports Strategy

Whilst the UK sports strategy is fuelled by the DCMS and Sport England's key strategy policy documentation, at a local level Sheffield City Council has demonstrated its commitment to sport, development and young people over the last two decades with a series of policies designed to steer the city through to the 2012 London Olympics. Also, at a local level, the city has attempted to dovetail local strategies into national ones to achieve a seamless transition. For example, the City of Sheffield Sports Strategy (2002) attempted to plan for the transformation of PE and School Sport in the aftermath of the World Student Games, which was used as a catalyst for significant change at a local level. With the 'Sheffield Raising its Game – Strategy' (2005) the focus gained both momentum and clarity through its Areas for Action (Table 5.3).

Table 5.3 - Sheffield Raising its Game – Strategy (2005) - Areas for Action

<ul style="list-style-type: none">• Building Facilities• Raising Standards• Creating Partnerships and Structures• Developing People	<ul style="list-style-type: none">• Widening Participation• Pathways to Excellence• Research, Promotion and Investment
--	--

The instrumental role of the LEA provided the opportunity to achieve the goals and, in collaboration with a range of partners, to identify and procure additional funding to support further capital investment in school-community PE and sports facilities, through sources such as Lottery funding, New Deal (DfES), Private Finance Initiative (PFI) investment commercial partners and Building Schools for the Future (BSF). As a consequence of the criticism heaped upon the Council in the run up to the Student Games, improved and better access to community sport facilities was an issue, which was systematically tackled through promoting the values of effective community use and by developing close working relationships with the community, embracing the formalisation of school club links. In conjunction with the natural growth of the SSP's, the LEA developed links within the authority to extend provision in the city to four SSP's served by four schools with Sports College Status by 2006. In order for the work of the partnerships to cover a wide range of social issues as indicated by the proposed outcomes, there continues to be a firm commitment to ensuring effective links with partners including Activity Sheffield, South Yorkshire County Sports Partnership (SYCSP), Healthy Schools Initiative, Primary Care Trusts, English Institute of Sport Sheffield, Study Support provision, professional sports clubs and the two universities.

There is an acknowledgement within the Sheffield Strategy document that the PESSCL review fails to illustrate the true picture of PE and Sport in schools, and for this to be addressed adequately requires collecting additional school data to provide evidence of attitude and interest, over and above the national survey. In collaboration with the School Effectiveness Service, the aim therefore has been to incorporate an annual review of the time allocated to PE within the school curriculum, including the setting of school targets, addressing curriculum time

issues and gaining attitudinal, qualitative data. The results are twofold, to encourage new community sports clubs on school sites, by encouraging SSP's to develop existing community sports clubs, and by encouraging and enabling volunteers to create and lead activities within their own communities.

The City on the Move – Physical Activity Strategy (2005) merges into the plethora of other citywide strategies including the Sports Strategy in its focus on inactivity and obesity and formally acknowledges that sport can tackle elements of additional social issues. These two strategies have worked in tandem to address the trends, barriers and potential longer-term solutions. Consequently, the sports strategy has incorporated elements of this wider 'Activity Strategy' into its agenda, namely the targeting of Health Providers and the promotion of the benefits of physical activity and how opportunities may be accessed through GP referral work (Annis, 2006).

According to its author, the Senior Curriculum Advisor for Children: Young People's Directorate of Quality Improvement and Support Service, a key element of the strategy which does not necessarily come across transparently through the paper, is the importance and significance of the Every Child Matters Agenda, launched in 2003, when the Government produced the Green Paper published alongside the formal response to the report into the death of Victoria Climbié. Every Child Matters: Change for Children (published November 2004), deemed as the new approach to the well-being of children and young people from 0–19 years old (DfES, 2004), guided the Government's aim for every child, whatever their background or their circumstances, to have the support they need. This is integral to education practice and as a contextual setting provides an effective framework within which this sports policy and the wider exclusion agenda can sit.

5.5 The school Sports Partnership Programme -An Overview

Throughout the 1990s UK sport policy has maintained a focus on young people, whether it be at the élite or grassroots level. According to Flintoff (2003), fuelled by issues such as increasing levels of childhood inactivity and obesity, has meant the evolution of a plethora of policy initiatives aimed at young people. One such programme is the School Sports Partnership (SSP), formerly the School Sport Co-ordinator Programme, designed to increase sporting opportunities for young people by developing and enhancing links between school PE, sport and sporting opportunities.

A central premise [of the SSP] is the strategic development of networks and partnerships to maximise the quality and quantity and coherence of youth sport and PE opportunities.

Flintoff, 2003, p8

The SSP is central to the Government's national strategy for PE, School Sport and Club Links (PESSCL) and the data produced is integral to this research as it provides an annual account of

the successes or outcomes of each school involved, as well as tying together the strands of success (or not) for each partnership, based on the programme objectives (Youth Sport Trust, 2006).

It has been argued by both Sport England (2002) and Hendley (2001) that the underlying philosophy of this particular programme clearly reflects the Government's wider social inclusion/exclusion agenda, as outlined in the previous chapters. Whilst 'Sport for All' was the focus of the 1980s campaign, the 21st century has seen increasing participation of those excluded from society as a specific target, although it could be argued that the targeted population is in fact the same, i.e. girls, the disabled, young people, ethnic minorities and those from deprived socio-economic backgrounds.

Essentially SSP's have required existing PE teachers to take on a role previously orchestrated by sports development officers, with School Sports Co-ordinators (SSCo) requiring equal measures of management, co-ordination and delivery roles. A large degree of the management of youth sport, therefore, has shifted contextually into the responsibility of education and school sport which still has a responsibility to deliver physical education. For Murdoch (1987), these relationships have been explored historically, as have the roles of PE teachers, which have invariably evolved over time. This may be evermore pertinent as much of this strategy success relies on the delivery by educationalists, and the development of partnerships between a range of agencies.

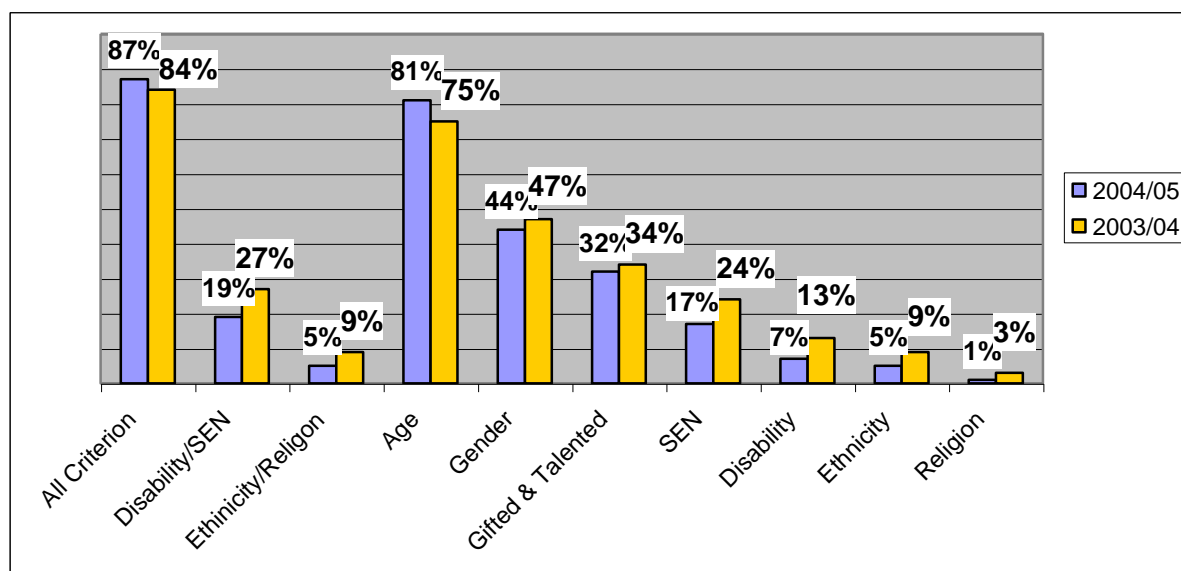
The SSP Programme has five key objectives related to planning, liaison, development and delivery of sporting programmes. While it is clear that increased opportunities and increased participation are fundamental goals, the underlying philosophy is that PE and sport are considered valuable activities to promote wider social and emotional goals, as indicated in the proposed outcomes, which 'should' be achieved through the objectives. The promotion of inclusion is considered to be key to the outcomes and reference is made to preventing youth disaffection and contributing to whole school improvement (SSCo Handbook, undated).

The SSP's were assessed through the PESSCL survey with an annual analysis performed by TNS. The 2004/05 survey builds on the results from the previous year and provides firm evidence that progress is being made towards achieving the 75% participation target by 2006, and 85% by 2008. Participation remains the fundamental driving factor behind the SSP's, with the greatest progress since 2003 made in the primary rather than the secondary sector. Within this report, the targeting of specific target groups has a mention, albeit derisively brief, and reference is made to evidence provided by case studies that some partnerships targeted specific groups dependant mainly upon the particular demographics of a specific school population. Some schools are identified as having targeted ethnic minorities and other nil or low participation groups, although explicit information is omitted from the report. Scant reference is

given to the considerations of longer-term outcomes of the programme, including increased participation of girls, ethnic minorities and those with disabilities.

Notably, 87% of the partnerships indicated that they had targeted opportunities by at least one of the listed criteria, illustrated in Fig 5.3, however the 'age' category skews these results. 81% of partnerships targeted activities by age, a common denominator in an education context where young people are divided by age classification throughout, and therefore it could be argued that this is an over simplistic use of statistics to distort provision of services to young people. Of greater interest to this piece of research is the low percentage targeted for ethnicity (9%) and religion (3%).

Fig 5.3 - School Sports Partnerships sporting provision for Targeted Groups 2003/04 and 2004/05



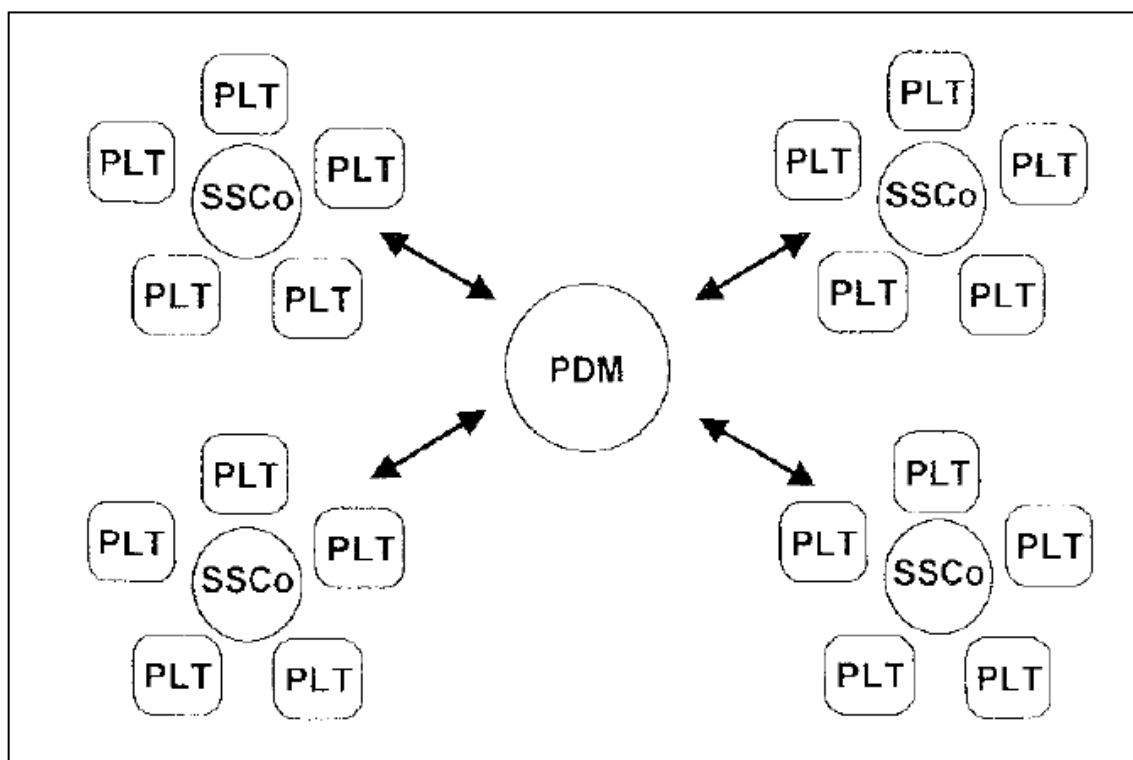
The concluding recommendations of the annual survey (TNS, 2006) applicable for PDM's, LEA's, National Stakeholders and training agents have no direct reference to the wider social exclusion/inclusion issues. Sports England's Vision for 2020 (Sport England, 2004) states that whilst the focus on increasing participation is seen as a vehicle to achieve a wide range of socio-economic related objectives, locally and nationally, the partnership approach is 'believed' to make a difference and improve the quality of life both physically and mentally, and to improve social cohesion, social meaning, levels of competence and personal satisfaction. Whilst anecdotally in selected case studies this may be the case, there appears to be no mechanism for formally acknowledging or addressing any wider societal outcomes from the report.

5.6 The Arches School Sports Partnership, Sheffield

Nationally, the first phase of the SSP's started in September 2000 with approximately 75 partnerships formed, and the Arches School Sport Partnership located in North West Sheffield was established some three years later. The lead school was given Sports College status designation in 2004, although it was adjudged that the partnership should be given a name which reflected the geographic area rather than a specific school. The Arches is a Sheffield landmark (The Five Weir Arches) which lies within the geographical area of the partnership and also because the notion of an arch or bridge symbolises the partnership's approach to capacity building within the schools, communities and clubs (The Arches PDM, 2006).

The Arches Partnership is one of the largest and most successful partnerships in the country, ranked in the top 10% and gaining 'high performing' status in November 2006. Due to the high level of work, the Arches is one of just 17 involved in the new Partnership School Programme (PSP) designed to build upon excellent work, develop new partnerships and share good practice (Youth Sport Trust, 2006). It consists of a network of families of schools that come together to enhance sport and physical opportunities for all, working with a wide range of partners including community groups, sports clubs and local authority sports development units. The Arches works with and supports 43 schools, over 1,000 staff and almost 28,000 young people. Although the partnership expanded in September 2005 to include a further three secondary schools and their respective feeder schools, this research focuses on schools and pupils in the original phase. Fig 5.5 shows the different roles and personnel involved in the partnership, which, in the main follows the structure of the Youth Sport Trust preferred model (see Appendix 5 for key personnel in the Arches SSP).

Fig 5.5 The Preferred Partnership Model



In accordance with the PDM, the overall aim of the Arches is 'to enhance the take up of sporting opportunities by 5 to 16 year olds, by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport, within and beyond the curriculum, to 75% by 2008'. Additional areas for development mirror the national development areas, which focus on quality and increasing basic participation figures. The quality element, it is reasoned, is to be gained through CPD and increasing teacher confidence particularly, but not exclusively at primary level, along with the training of lunchtime supervisors and AOTTS (Adults other than Teachers in Schools). Principally, the secondary school elements are targeted towards tackling pupils' poor behaviour and attendance through new initiatives during curriculum time, along with promoting life-long participation through out-of-hours learning.

5.6.1 The Schools

Having provided a milieu from an historical and demographic perspective of the city in which the research takes place, along with recent strategies which have moulded the city and its workers, it is appropriate to look closely at the schools. This section provides demographic data and key characteristics for each of the four schools. Although they are located in the north of the city within 5 square miles, as shown in Fig 3.5, each is markedly different in size, profile, status and involvement with sport, as illustrated through recent PESSCL and OFSTED data.

5.6.2 School 1 – Firth Park

Firth Park Community Arts College caters for over 1,300 pupils at any one time for 11–16 year olds. Since 2003 It has been located in a newly refurbished building funded through PFI on a single site in one of the most socially and economically deprived areas in the UK, characterised by significant unemployment as a result of its proximity to and the demise of the steel and coal industries in the latter parts of the 1970s and 1980s (Hey, 2005). Social breakdown of family units synonymous with the profile of the population of the surrounding wards, has resulted in a significant number of students who attend the school coming from lone parent homes, and at times over 40% of students are currently identified as eligible for free school meals, well above the national average (OFSTED, Nov 2001). Approximately 22% of students are from ethnic minority backgrounds, whereas the average for the city is 8.8%. Around 3% of students are identified as refugees or have asylum seeker status, with 13% identified as speaking English as an additional language. Regardless of ethnicity, around 50% of the pupils entering the school start with reading ages well below their chronological ages and overall literacy levels are recorded as low. In line with the most recent OFSTED report, this is exemplified through high levels of student mobility, where a significant proportion of students enter the college after the September of Year 7 or leave before the end of Year 11.

For the past three years GCSE examination results were well below city and national averages for schools with similar characteristics. The best results were achieved in art and design, whereas standards in the students' work are above average in Urdu and PE. In line with national trends, girls outperformed boys, and in relation to ethnicity, Asian and Somali students are deemed to be making good progress and do well with high contextual value added scores. However, students of African-Caribbean and dual heritage tend not to do as well as all other students. Sport plays an important role in the school and the curriculum is considerably enriched by excellent provision for extra-curricular activities that extend opportunities for all students. PESSCL data (2006) shows that there are high participation rates in many sports activities, through which the school believes students' develop self-confidence and broaden their horizons

5.6.3 School 2 – Parkwood High

Parkwood High School is the smallest school of the four, both spatially and numerically, with less than 740 pupils on roll at any time and with substantially more boys than girls. The school serves an inner city area slightly to the north of the centre where the majority of pupils come from areas that are both economically and socially deprived. Over 20% of pupils are from ethnic minority backgrounds – mainly Pakistani and black Caribbean, with some 20 pupils who are refugees from Somalia. However, due to the transient nature of many of the families, these figures are fluid and constantly changing. According to LEA data (2005/06), 9% of the pupils on roll came from homes where the first language spoken and written by the head of the household

was not English, and over 20%, (around 150 pupils) were registered as being at an early stage of learning English. In addition, OFSTED (2003) reports above average levels of pupils joining the school at other than the usual times, many of whom have had difficulties in their education elsewhere, and attend Parkwood due to exclusion and 'managed moves' from other schools, including those from outside the LEA.

GCSE results are regularly well below national averages in English, mathematics and science, when compared to similar schools. Girls out-performed boys overall, in line with national trends, and ongoing monitoring by the school shows no significant differences in the performance of pupils in relation to ethnicity. A noticeable area of strength in the school is the provision of sport and extra-curricular activities. The GCSE results in PE were amongst the highest of all subjects and the range of out-of-hours activities is creditable, although uptake in activities is an ongoing issue (OFSTED, 2003).

5.6.4 School 3 – Fir Vale

Fir Vale School is a small but increasingly popular community school for pupils aged 11 to 16 years. The school moved into new premises in 2001, shortly after it was opened as a Fresh Start school in September 1998 with a 'Super Head'. It currently receives more requests for places than the school can accommodate, and has a roll of around 740, which is increasing year on year. Located in an ethnically diverse area of the city close to the central city hospital and in close proximity to the Don Valley Stadium and the English Institute of Sport, the ward in which it is located exhibits significant socio-economic deprivation, with many of the population exhibiting multiple signs of social exclusion (Census, 2001; Sheffield Health Authority, 2001).

The school has a diverse ethnic mix, with approximately one in ten pupils being refugees or asylum seekers from Yemen, Somalia, Afghanistan, Kosovo and Albania, and some of whom have had no previous experience of formal schooling. It is not unusual for some of these pupils to join or leave throughout the academic year causing uneven mobility of up to one twelfth of the school roll. Statistics from the LEA (2006) show that 90% of pupils are of a non-white ethnic background, and two fifths have special educational needs, well above the national average, with most of these pupils having moderate learning difficulties, and emotional or behavioural difficulties. The proportion of pupils for whom English is an additional language (more than three out of four pupils) is high compared with all other secondary schools in the city, and 9.6% are at an early stage in learning English, with some entering the school unable to speak English. Curriculum and extra-curricular sport has been singled-out as outstanding and expertly planned providing a range of tailored learning opportunities and pathways which meet the varied needs and interests of all its students (OFSTED, Nov 2006).

5.6.5 School 4 - Wisewood

Wisewood Sports College is a small, mixed comprehensive school serving an area of the city which is broadly 'average' in terms of its socio-economic profile, although the catchment area borders rural countryside. It is the most affluent of the four schools, with the majority of pupils of white British heritage, although there is a small, but diverse range of pupils from ethnic minority backgrounds (OFSTED, 2006).

The GCSE results are average when compared citywide and they have been steadily increasing in most subjects. The small number of ethnic minority pupils are well integrated into the life of the school and their progress is on a par with the schools' data for all students. According to OFSTED (2006), involvement in the SSP has been attributed to the improvement in the school. Its profile has risen and stronger community links have been developed as a direct result of the school's community and sports development programmes.

Table 5.6 Educational Data for schools involved in the Arches SSP

	Firth Park	Parkwood	Fir Vale	Wisewood
Number of pupils on roll (all ages)	1347	729	740	788
Number of pupils on roll with SEN, with statements or on School Action Plus (Percentage)	171 (12.7%)	134 (18.4%)	92 (12.4%)	38 (4.2%)
Number of pupils on roll with SEN, without statements or on School Action (Percentage)	240 (17.8%)	67 (9.2%)	76 (10.3%)	136 (17.3%)
Achievements of pupils at the end of KS4				
% of pupils achieving Level 2 threshold (the equivalent of 5+A*-C)	41%	37%	39%	59%
% of pupils achieving Level 1 threshold (the equivalent of 5+A*-G)	78%	76%	91%	92%
% of pupils achieving Level 2 (the equivalent of 5+A*-C) including English and maths GCSEs	15%	15%	35%	38%
Average total point score per pupil (uncapped)	290.4	279.4	335.8	352.9
Absence				
% of half days missed due to authorised absence	8.8%	6.9%	6.3%	6.1%
% of half days missed due to unauthorised absence	2.3%	3.9%	2.1%	0.6%

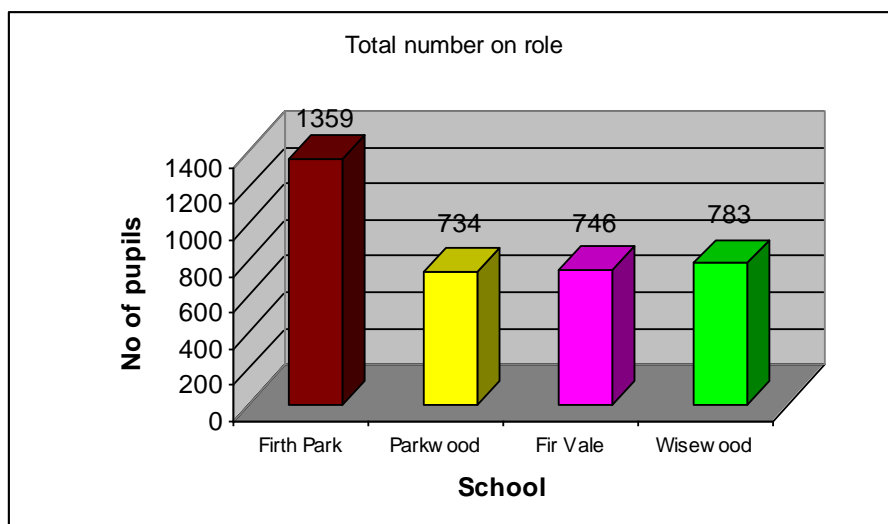
DfES Achievement and Data Tables, 2006

5.7 PESSCL Survey Data

A common denominator amongst all four schools, as identified by OFSTED, was the content and extent of the sporting provision and extra-curricular programme. Whilst Wisewood Specialist Sports College utilises its status to enrich the school and community, as was to be expected, all the schools utilised sport to enrich the lives of their pupils. Sport, it is claimed, helps foster good community relationships, particularly with the feeder primary schools and local facility providers. Indeed, all the aspects of the 'Every Child Matters' agenda are linked to the qualities and services provided through the curriculum and extra-curricular sport and PE offered. For example, the notion at Fir Vale is that 'through sport, pupils make a positive contribution to the local area and through work related experience it will aid them in their life beyond school and positively affect their economic and social well being' (OFSTED, 2006).

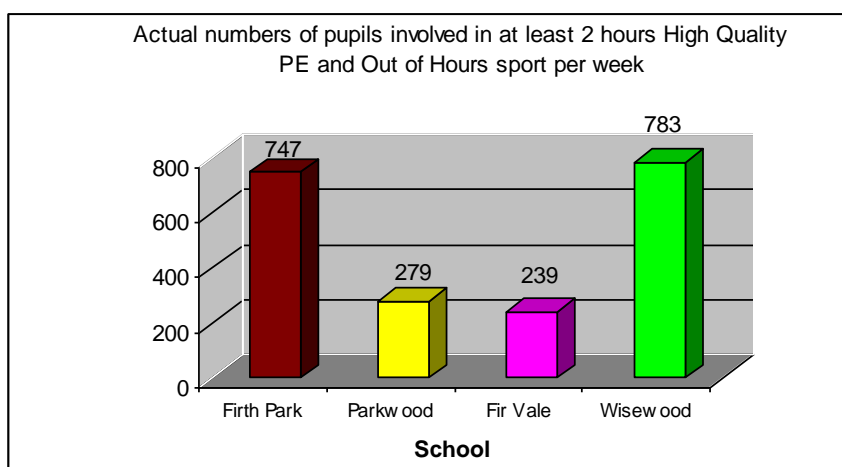
The PESSCL data provides purely quantitative information regarding the four schools. From a numerical perspective, Parkwood, Fir Vale and Wisewood had similar numbers on school roll whilst Firth Park had almost double the number of pupils. For this reason the findings from the PESSCL data show both the percentages and actual numbers involved in selected activities, in order to provide a detailed analysis of sports participation, which may be concealed by viewing purely percentiles (see Appendix 6).

Fig 5.7 Numbers of Pupils on roll at schools in the Arches School Sports Partnership 2005/06



All schools were working towards the 'magical' two hours of quality PE and sport for every pupil, and although the 'quality' element may be debated, the average number of minutes each pupil spent in PE in a typical week across the whole school varied, with Wisewood having 150 minutes, down to Parkwood on 80 minutes. Analysis of the data showing the percentage of pupils involved in two hours of activity, including curriculum and extra-curricular provision, is shown in Fig 5.8. Whilst Wisewood achieves this with 100% success, which equates to 783 pupils, Firth Park has 55% although with high numbers on the school roll this equates to 747 pupils.

Fig 5.8 The Number of pupils involved in 2 hours of PE and Out-of-Hours Sport (curriculum and extra-curricular) per week.



In order to achieve the percentage of involvement, each school offered a diverse range of activities. Table 5.10 shows how many activities each school offers, which are detailed within Appendix 7. Despite Parkwood offering 22 activities, the second highest of all schools, the volume of activities does not equate to a high percentage of involvement.

Table 5.9 The number of sports/activities offered at each school

	No. of sports provided
Firth Park	24
Parkwood	22
Fir Vale	15
Wisewood	18

Participation in intra- and inter- school competitions is shown in Figures 5.10 & 5.11. Parkwood enhanced participation with a wide range of intra-school competition involving 40% of all pupils, notably intra-form competitions which were held on a regular basis. In contrast, Firth Park struggled to achieve such a high percentage, obtaining 33%, although this constitutes the largest volume of pupils, due its ten-form intake. Fir Vale concentrates its efforts on its inter-school competition as a way of broadening the horizons of the pupils, allowing them to access other areas of the city and to come into contact with a range of organisations and pupils, with 30% of pupils involved. The school experienced a high percentage of success in inter-school competitions in sports such as Football, Cricket and Trampoline, with a developing ethos of a sense of pride to represent the school. Wisewood as the Sports College had a consistently high percentage of pupils involved in both intra- and inter-school competitions, although it had limited success citywide; the emphasis was very much on participation.

Fig 5.10 The percentage of pupils involved in Intra-school Competitions

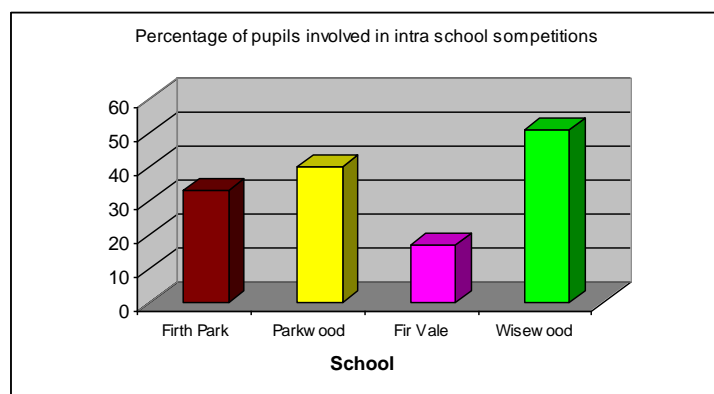
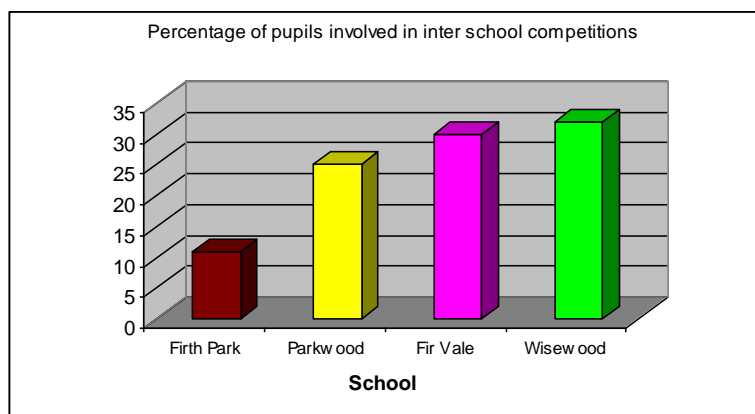
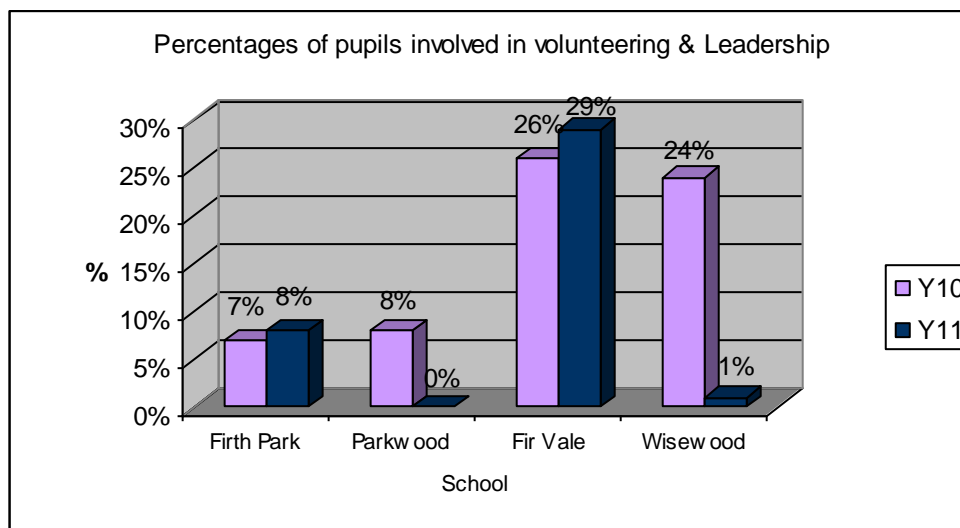


Fig 5.11 The percentage of pupils involved in Inter-school Competitions



With the increase in competitive outlets at both primary and secondary level, the demand for people to run, officiate and manage the competitions also increased. This was addressed in part by secondary schools training young leaders through programmes such as Young Leaders, Community Sports Leaders Awards and the Duke of Edinburgh Award. Fig 5.12 shows the percentage of pupils involved in leadership for Y10 and Y11 pupils. There were also opportunities for younger students to take active leadership roles, although this is not indicated in the PESSCL survey data. The trends show that Fir Vale was proactive in leadership provision, with 90 pupils across Key Stage 4 taking part. According to the 2001 census data, pupils from Pakistani backgrounds tend to come from families with two or more children. Consequently, the school actively works closely with its feeder primary schools, and the family connections have boosted the willingness of pupils, parents and guardians to be involved with Primary School sports festivals and therefore increase the levels of leadership in the school. Parkwood, on the other hand, with a significant proportion of transient pupils and families, struggled to retain leaders through to 16 years old, and at Y10 had less than 10 pupils involved. The data for Firth Park shows that despite the low percentages of 7% and 8% for Y10 and Y11 pupils, this equates to 68 pupils involved in leadership programmes.

Fig 5.12 The percentage of pupils involved in Volunteering and Leadership in School



In line with national data, schools targeted specific groups based on age classifications more than any other category, and the Arches partnership was no different, with all four schools offering activities based on age. All schools target gifted and talented (G&T) pupils although a variety of methods were adopted. Targeted provision for other groups was more barren with individual schools targeting groups, such as Special Educational Needs (SEN), religion and ethnicity, through pilot programmes. Fir Vale, in its attempt to embrace all its pupils, was the only school to target specific ethnic minority groups. For this school, the wealth of initiatives far out-weighed any other.

Table 5.13 Targeted activity provision for specific groups

	Targeted activities						
	Age	Disability	Ethnicity	Gender	G&T	Religion	SEN
Firth Park	☑	☒	☒	☑	☑	☒	☒
Parkwood	☑	☒	☒	☑	☑	☒	☑
Fir Vale	☑	☒	☑	☑	☑	☑	☒
Wisewood	☑	☒	☒	☑	☑	☒	☒

5.8 Conclusion

The PESSCL data and the latest OFSTED reports provide a detailed profile of the four schools involved in the research. It is clear that there are differences in the constitution and quality of overall educational provision between them, which will undoubtedly have a bearing on

opportunities. What was consistent, however, was the roll that the Arches Partnership had in the first three years of operation. PE and Sport were regarded as positive in the educational establishments and on the wider lives of the pupils. Social exclusion issues, such as low educational attainment and living in poor neighbourhoods, are key issues for many of the pupils illustrated in the recent OFSTED reports. However, it is the PESSCL survey which appears to be the most significant driving force behind the development of the Arches and its initiatives. The data-driven evidence is naturally a priority as it gives the partnership its benchmark data used to compare it nationally. In reality however, there are many strands of the wider national agenda related to tackling exclusion issues and how this permeates at a local level, which additionally provides a qualitative angle serving as a catalyst to address bigger priorities through more imaginative and creative programmes, which are deemed likely to have a longer lasting effect.

Chapter 6: Research Findings from Policymakers and Practitioners

6.1 Introduction to the Results Reporting

During the first decade of the 21st century, sport was advocated as a vehicle to combat issues related to social exclusion (SEU, 1999; DCMS, 2000). There was widespread agreement among the research community, however, that the evidence base to support such policies was limited (e.g. Houlihan and White, 2002). This research aimed to contribute to knowledge in this area, through a holistic study which examined both the views of those involved in the design and delivery of sports programmes addressing exclusion, and the perceptions of the intended participants. Using The Arches School Sports Partnership programme in Sheffield to focus on the use of sport to promote inclusion among young people from ethnic minorities, the study obtained data from young people and practitioners that provided insight into their understandings of the policy context within which the local SSP operates, the factors which determine social exclusion, and the extent to which sport may or may not contribute to alleviating its impacts.

The findings of the study are presented in this and the following chapter which provide analytical accounts of the qualitative data obtained from practitioners and young people. This chapter draws on interviews conducted with a range of 'practitioners', all adults, who have some relationship to the young people involved in the partnership through their professional roles. These included include staff directly employed by the Local Education Authority, the Arches Partnership, in addition to community workers in jobs directly linked to social exclusion, such as the Community Police, a Midwife, a Careers Advisor, a Community Coach and a Housing manager.

The practitioners, from Senior Policy Advisory Level through to those working at community implementation level, were asked to contextualise their work in line within respective national agendas, and to state their own working priorities. Their perspectives were determined on (i) policy context, (ii) understandings of exclusion, and views on young people's understanding and experience of exclusion, and (iii) understanding of the roles of sport in addressing social exclusion. Their responses are analysed here under these three key themes, which are then revisited in Chapter 7 as an organising framework for analysing the data from young people. Selected excerpts from transcripts are in Appendix 5.

6.2 Findings from the Practitioners

A wide range of practitioners were interviewed for this research. Their roles and responsibilities are detailed overleaf (Table 6.1). In the reporting below, they are grouped as Senior Sports Practitioners (2), with management responsibility for the SSP; Schools Sports coordinators (4) responsible for its delivery in each of the four schools; and Service delivery practitioners, who have roles relating to key dimensions of social exclusion relevant to the study (including health, crime and sport). The findings from each of these groups are detailed in sections 6.3 – 6.5.

Table 6.1 Practitioners: Roles and Responsibilities

Practitioners' title	Title or abbreviation used in the thesis	Role & responsibility
Senior Curriculum Advisor for Children; Young People's Director of Quality Improvement and Support Service	Senior Sports Strategy Advisor (SSSA)	The post holder deals with national sports policy, coupled with a limited involvement in the delivery of sport within the LEA, with a citywide remit
Partnership Development Manager	PDM	Manager of the Arches Partnership, which consists of 8 secondary and 43 primary schools. Responsibilities include working strategically within national, regional and local agendas related to the PESSCL strategy
School Sports Co-ordinator	SSCo	PE teachers who are employed 2 or 3 days per week to co-ordinate activities for feeder primary and secondary schools, lead Continuous Professional Development (CPD) opportunities, plus organise and run events and tournaments.
Community Co-ordinator and Transition Support Officer	The Careers Officer	The post involves co-ordinating community liaison and supporting the transition from education to FE or employment. Initiatives include supporting ethnic minorities, particularly those who may 'fall by the wayside', or who are actively encouraged to aim higher and progress to FE.
Athletics Facilities Development Officer and Community Coach	Community Coach	The coach is a volunteer athletics coach. The post involves developing athletics (paid), primarily based at the English Institute of Sport and Don Valley International Stadium, as well as work in schools, providing coaching, competition support and a link with parents (unpaid). A large proportion of time is spent working voluntarily with ethnic minority boys and their families.
Community Midwife	Midwife	The post involves looking after women ante- and post-natally, plus some home deliveries, coupled with liaising with the wider family.
The Community Engagement Team Manager	Housing Officer	The post fulfils two roles, supporting tenants and promoting resident participation and engaging with the local Community, which involves breaking down barriers for people, enabling them to access services and receive the correct information.
Community Police Officer	Police Officer	The Officer, based in the north of the city, enforces the law, and deals with incidents involving young people, primarily based in schools

6.3 The Senior Sports Practitioners

Two interviewees were classed as 'Senior Sports Practitioners'.

6.3.1 The Interviewees

The 'Senior Curriculum Advisor for Children; Young People's Director of Quality Improvement and Support Service', with the substantive post of the Sports Strategy Advisor, explained how he believed that there is an intrinsic link between personal and private involvement with sport and his post. The SSSA always had a strong interest in sport, principally team sports, as a participant in his childhood, through to coaching as an adult. His principal sport is Rugby League, with involvement over a twenty-year period, coaching up to Senior Coach level and he was instrumental in the local amateur club administration and in making a successful Lottery Bid. With a varied professional past, the SSSA had previously been a 'games' teacher before moving into Education Management and research. He then went into the LEA Advisory Service, fulfilling a variety of roles connected with PE in the National Curriculum, before becoming the Senior Sport Strategy Advisor.

The Partnership Development Manager (PDM) could be regarded as the tier between the policy (advisors or writers) and the SSSCo or prime deliverers. According to Flintoff (2003), this post holder is likely to be an experienced teacher released from teaching for two to three days per week. Initially a primary school teacher who moved into basketball development, the Arches PDM differs from this model somewhat and has a broad sporting experience, and whose background has inevitably shaped her approach to the full-time position.

6.3.2 Senior Sports Practitioners: Understandings of the Policy Context

This section identifies the extent of the sports practitioners' knowledge and understanding of the relevant policy. As anticipated, both members of staff had a solid knowledge of the national policy priorities and how the national agenda relates to partnerships work. Both mentioned Sport England's recent targets and the aims of the Youth Sport Trust, which relate to sports participation and the SSP's.

The Senior Advisor contextualised the structure of Sheffield LEA and how his post related to sports provision. He explained how sport and education are linked from a departmental perspective, the relationships which exist with council departments, and whether the Young People's Directorate within which he worked, had an overall responsibility.

As far as the Children and Young People's Director is concerned, there is a strong commitment to sport. In fact in the new restructure, most of the curriculum jobs have gone but the sports ones are still there ... So, I think that's indicative of how important the Director of Education or Director of Children's Services sees that. There's always been a view that it has an integral and important role to play. It links with this notion nationally that learning in and through PE and school sports is not just about raising standards in physical education, or giving kids a chance to

participate in sport, it's what impact all of that has on the rest of their learning experience and their social experience as well.

The new structure in Sheffield mirrors the national approach in relation to combining services, though it was stated that Sheffield, as an authority, was further ahead than many others across the country. As part of the joined-up departmental approach, the SSSA spoke at length about the 'Every Child Matters Agenda', which he believed spanned many service areas, and therefore was the key for all those attempting to provide services for young people.

The child is at the heart now, instead of it being institutions and organisations and structures; basically joined up thinking, focus on the children, the child, hence the term 'Every Child Matters' and there are 5 strands within that, and they are the key if you look at them.

One is 'be healthy', so that's a part education issue and part a health issue, 'be safe', so you can see that has all sorts of dimensions, including Social Services, but also police, safer communities agenda 'enjoy and achieve', which is mainly formally mainstream education agenda but actually, it's interesting; it says 'enjoy and achieve', not attain. Attainment is a fact within that, but enjoyment is an interesting notion within education over the last ten years, isn't it?! I think it's really interesting they put that back in. 'Positive contribution', which has to do with young people's voices and being heard and responding to that, but also citizenship.

Sport is important in all five of these, and the last is economic well-being.... If you take Sheffield where employment in sport related activity is about twice the national average.... There are some relatively small-scale engineering businesses and so on in the city, [and] there's obviously a lot of employment at Hallam University in particular. It's got a big Sports Department. There's sports physiotherapy and there's people working in the various leisure centres. We have more than some other places, so there are actually a lot of people employed within that. It's a bit of a mismatch because there are more kids taking courses and being trained-up towards these jobs than there are jobs.

So, you've got these five areas and all of them are very strong. I mean, the second one on safeguarding or safety, 'be safe' it's not as obvious with sport, but there are issues there about safer communities and how sport can contribute to safer communities, which is relevant to what you're thinking about.

Senior Sports Strategy Advisor

Having identified the contextual setting for work with young people in the city through the various directorates, the SSSA explained the content of the Sheffield Sports Strategy, of which he was the author, and its effect on those who work with it. Questions were asked about whether he thought the strategy was merely a document or whether it was a day-to-day working tool. The response was pragmatic, with the post holder believing that as a policy document there was a desire for it to be a tool to steer working practices. However there was a pervasive sense of realism and a reluctant acceptance that key people, such as Heads of PE across the city, had never heard of it, and therefore it did not affect what they did or were trying to achieve. In terms of the five PDM's across the city, they have chosen to embrace the local strategy, which is evolving around the National Agenda, whilst deciding priorities with their own partnerships. The comments from the SSSA provide support for the local strategy particularly in

relation to enabling local priorities, such as new facility provision and staff training through the National CPD Programme.

There are the School Sport Partnerships, which are delivering a lot of what the Strategy is about... all the partnerships are having a lot of influence. The Strategy is evolving around the National Strategy and they [the PDM's] are trying to implement this, and also decide what their priorities are within their partnerships. It is a kind of partnership approach, but it's not a top-down model.

School Sports Partnerships are really a big success in Sheffield. On the facilities side, it's been a big success, and I think the Partnerships working outside of sport have been largely successful. There's some good work in practice with the Health Service, for example, in certain parts of the city. Also, the development of people bit, the Human Resources Development, we've done some good stuff in there to do with CPD, through the National CPD Programme, which we're implementing.

I did a preliminary review of it [the strategy] and I felt, in lots of areas we'd achieved the outcomes but in some areas, we hadn't. I'm not really happy with what Sports Clubs are achieving as a group. I don't think that's been as successful as it could have been. I think we've not been able to show as much impact on general attainment. But, that's partly because the evidence is only just beginning to be collected. There are some good examples, but it's not wide enough.

Senior Sports Strategy Advisor

In keeping with the Senior Advisor, the PDM also explained how the government-driven agenda in relation to sports participation coloured local initiatives.

They [the Government] try to drive us into all kinds of agendas. One of the reasons the Partnerships came into being, is because we were originally a School Sport Coordinator Partnership.... and that was about us working with other agencies on other policies and other strategies to ensure there was a cohesive approach, as opposed to being all over the place, and there's been some success with that.

PDM

The PDM was knowledgeable about the relevant national agendas and understood that the work of the Arches Partnership fitted into many different policies, including the seven strands of the local strategy, particularly increased participation behaviour, attendance, achievements and attainment, though no reference was made to the 'Every Child Matters' Agenda. Both the SSSA and the PDM talked about data collection as a result of government policy cascading and affecting local level delivery. The annual PESSCL data collection was raised in relation to contextualising links between policy and practice. There appears to be consistency with the Arches Partnership and government priorities matching, though it was conceded that there were many avenues to explore in order to achieve higher participation levels, such as increasing competitive structures and developing school club links. The issue of conflict arose between PESSCL driven data and the targeting of particular groups, coupled with the lack of fluidity and cumulative data collection. Concerns were aired specifically in relation to the disparity in data that was collected in previous years being discounted; for example the way that Sportsmark awards are awarded to secondary schools and the data collection process concerning high priority groups.

The PESSCL Strategy will tell us [that] there are certain groups that are high priority groups, but they're not collecting the data in a way that actually puts them under pressure to do anything about it. And yet, you would have a right to say to me, in my position where I work: 'Well, you're not doing anything about black kids' involvement.' We emphasize more of the work we do with Special Schools than is required to do because it's important to do so. And the only thing that throws up an inkling that we are doing really well with Special Schools is the number of our Special Schools that have got Activemark. Nearly all of them have got it.

Senior Sports Strategy Advisor

When asked to provide more than personal case studies, there was an acknowledgment that there was a lack of hard evidence even within the SSP's, due in part to a lack of long-term data. The advisor attributed this lack of evidence to the focus of the PESSCL strategy and annual survey data. He believed that nationally the government was driving for simplicity at the expense of the individual, which he felt would change in the next couple of years when there would be more of a drive on the quality or provision angle, as well as participation, partly because of the spectacular increase in the numbers of young people participating. He believed that in Sheffield the SSP's had almost hit a wall in terms of participation, so there would have to be a different emphasis.

It was stressed that the Sheffield Strategy identifies the need for the city to collect its own data in addition to the figures collected annually for the PESSCL survey, and through the local data, attitudinal information was obtained, and participation rates were identified by gender and ethnicity across selected schools in the city. The local data was collected from pupils in Years 6, 8 & 10, with 9 secondary schools and 20 primary schools represented, with pupils selected by gender and ethnicity to reflect the balance and diversity within the city.

It did show up what we expected around girls of Pakistani origin being less involved. But, if you took this ethnic group as a whole, they were no less likely to be involved in out-of-school sport or physical activity as black kids as were white kids... we didn't expect to find that!

Other evidence suggests disproportionately lower involvement in formal participation, you know, football teams or rugby teams.... Obviously, it included formal activity and it also would include some sort of community youth club activity... So, some of the Pakistani lads, for example, whether they were getting involved in having a game of football when they were doing their bit out of school, you know, through the mosque. So, it was a bit of an issue in terms of what we expected.

Senior Sports Strategy Advisor

There are, however, some conflicts with the national agenda, which were discussed at length and examples were provided, this time related to the National Curriculum attainment levels attained by pupils at the primary/secondary transition stage. This led to discussions about pupils of different backgrounds, ethnicity and specifically those for whom English is a second language.

There are some real tensions in there, tensions between what the National Agenda want and what happens in education. The National Agenda is telling us we've got to improve our Key Stage 2 results in 2008 because they're far too low.... And so, you're concentrating on all areas of the curriculum; here we are with the Special Needs kids again. They may be ethnic minority kids, you know, where English is a 2nd language, or 3rd language in some cases.

So that's a tension with inclusion on the one hand and National Statistics in education [on the other]. For me, I might have the same target groups as the National Agenda, but I would say we are prepared to try and do more about it in a kind of a qualitative way, because I'll ask harder questions of them: 'What are you doing about girls' achievement?'

I think we're addressing the disability agenda. The ethnicity one is still a problem, I think, because people don't think 'black' is an issue, you know what I mean. What they think is, 'these are our kids, let me give them an opportunity.' But then you ask them some hard questions, like 'who is in the after-school clubs' and 'why are they not there?' 'Why aren't your Asian girls there?' 'Why are your boys of Pakistani origin not doing anything other than cricket?' So that's an agenda we've got to get sharper on, we've got to challenge more.

Senior Sports Strategy Advisor

The SSSA acknowledged the demands and focus made on the SSP's through PESSCL. He also referred to additional government targets, which he deemed were the government's priorities, such as participation in two hours high quality PE and sports, to be achieved by 75% of pupils in 2006, 85% in 2008 and the four to five hours of participation per child per week in 2010, plus an emphasis on inter-school competition, volunteering and club/school links. He acknowledged that Sheffield had only reached 74% of pupil participation in 2 hours of sport across the city in 2007 and, although this was less than in some other areas of the country, he firmly believed that the city was more than adequate in terms of meeting other more pressing areas of the agenda. There appeared to be a degree of cynicism related to the government and national targets and whether what was achieved on paper was realistic. Statistically-driven targets were deemed to be not wholly appropriate and the 'quality' element of the two hours provision for pupils was questioned.

So, what bothers me is it's in everybody's interest, including the government right through to children, to get that 75% plus, but we've got to be clear, there's a qualitative dimension to this. And, they get rather indignant, the PDM's. They say 'we're doing this really well' you know, never mind the figures, we're trying to engage the hard-to-reach groups and we've got this example and we've got that example and these don't show up in the stat's! Yet, to me and [from] the Sheffield City Council's point of view, they're really important. The government doesn't say to me 'what are you doing to look after children?' Sheffield City Council do; they're saying, 'What are you lot doing to look after children?' And so they should be! But, there's an inconsistency!

Senior Sports Strategy Advisor

There was no doubt about the perception of the most important government priorities for the PDM. However there was also an element of frustration, mostly concerning the government allocation of extra resources to partnerships that were struggling to reach the national targets.

Participation, participation and more participation. Obviously, the big thing for us is hitting the two hours target, and 75% of all kids have an entitlement to take part in two hours per week. At the moment we're about 69%. We're hoping to hit 75% but it's a bit touch-and-go because we've brought new families of schools in and, obviously, they are going to be lower achievers than the others at the moment, so we shall see.

We're going to live or die by the 75% this year! If we don't do it as a whole programme across the country, we're screwed, basically. But the other thing as well is, they're asking us as a high achieving Partnership to reach an 8% increase over the next year so we need to drag the rest of the schools up. No pressure! So we're told, 'You're doing really well but we need this now!' 'But, we're not going to give you any more money, we are going to give it to all the crap Partnerships to try and bring them up'. That's what they do, you see, they put all the stuff and all the extra resources into the crappy Partnerships around the country, but I think they are wrong to do that because the leadership in that Partnership is poor in the first place so they wouldn't manage their resources properly. And, that's typical of this whole Government.

PDM

From the interviews it is apparent that both of the post holders were *au fait* with the government's wider sporting agenda and how that filtered down into local level implementation. The SSSA holder had a more holistic knowledge of national policy and appeared able to interpret policy into practice from a theoretical perspective. In contrast, the PDM was required to adopt a more statistically, data-driven approach, through the national remit, which in turn steered her objectives at a local level.

6.3.3 Senior Sports Practitioners: Understandings of Exclusion

During the interviews the Senior Sports Advisor and PDM were asked about exclusion in a variety of mediums. They were asked to explore areas such as education, participation in PE and employment, what the partnership was doing to promote inclusion in these areas and how they believed young people perceived their involvement. They were also asked whether they believed young people were affected by exclusion issues. In relation to poverty and groups' socio-economic status, the post holders were asked whether the lack of income and low levels of disposable income were factors to consider in relation to exclusion from society, which the post holders primarily related to exclusion from organised activities.

It was during this line of questioning that the two staff were asked specifically about the involvement of ethnic minorities. Although levels of involvement by ethnic minorities, as identified by a recent LEA-driven survey, were unexpected by the advisor, being higher than the average participation level for all students in the city, the principal concern surrounded the involvement of students based on their socio-economic circumstances, rather than their ethnicity. For the SSSA, class rather than ethnicity had a more significant impact on participation in sport, with the implication being that those who are financially excluded from society, living in poor housing, on council house estates and with poor levels of education were

more likely to be less involved in sport than more affluent families in private housing, who are better educated and enjoying good health.

I think it's a class thing actually, Julie. Well, I do think to some extent it is and there's some evidence in that. If you look at inter-racial attitudes and so on, it's not as simple as that, this whole question about race and class, but, the least likely to be involved in sport, in clubs and sporting activity are the poorest, the least likely generally, and that is true, also, within black communities.

There are other issues, there are cultural issues involving girls in Islamic faiths that are problematic. So therefore, this entangling issue of what probably has to do with deprivation is just compounded more for more black people. I'm not denying that. I always have this problem of how you disentangle all these issues. It's an interesting issue in North America, for example, where you have got a much clearer affluent black community or communities. I bet if you look, those kids' involvement in the whole range would be different than poor black kids' as well.

It is a deprivation issue. Race is a compounding factor in deprivation but so is poverty. If you look at Sheffield, you go out into estates like Parsons Cross or the Flower Estate, you'll find the same kind of profile of inactivity is there.

Senior Sports Strategy Advisor

Social exclusion as a result of poor or non-existent educational qualifications or unemployment were identified by the SSSA. He dovetailed skills acquisition and educational experiences with the 'Every Child Matters' agenda.

The Academy of Young Leaders that we're doing at the moment is deliberately aimed at making a big contribution to youth in the city; it's having a really positive contribution. I believe that if you look at positive contributions, sport is in a very good position to work with young people through leadership, you know, from the lower level stuff through to CSLA [Community Sports Leaders Award] and then what happens in their own schools, moving up into high qualifications and so on. It has a big effect on their lives.

Senior Sports Strategy Advisor

Despite knowledge of the purpose of the Every Child Matters agenda, the SSSA addressed exclusion from the educational perspectives of why and how young people became disaffected with school. When asked how disaffection with PE could be addressed, he responded by stating that the policy documentation needed to be sharper, embracing generic principles but specifically linking schools and communities together and identifying specific groups of young people. He acknowledged that the original challenge was to increase participation, but the move forward required the engagement of different groups of young people rather than the current 'recycling of kids' who keep school figures up by attending several different clubs and teams.

It's about 'who are you not engaging and why are you not engaging them?' And as we get better engaging more kids, it gets harder and harder. Is it about something you're doing or not doing; is it the right activity; is it something which creates a cultural/religious problem? Is it about deprivation; is it to do with expectation or aspiration? Is it because some kids just don't feel it's for them?

I think it isn't about putting it on a piece of paper. I think when we do re-write the strategy again, it needs to be a sharper focus, especially issues around 'Every Child Matters' and how do we actually engage all children, and provide for all children. We need to be smarter about that, but, it's actually [about] how do you go from that stage to implementation? And I think it's like School Sports Partnerships; it's about that challenge.

Senior Sports Strategy Advisor

Poor health was seen as an additional element of exclusion, with both post holders believing that there was a symbiotic relationship between participation and rising obesity being tackled by the government's health priorities.

I believe in what the government is trying to do. I hate to say that, but they are trying to increase participation because it is around the health agenda as well, you know, and knocking at the obesity and we do keep getting talked to about that all the time.

PDM

Whilst the SSSA and the PDM did not regard religion *per se* as an indicator of exclusion, they were keen to articulate what they believed was the impact of religion and religious beliefs on individuals. The Muslim faith, in particular, was singled-out as being a potential factor for lack of participation and therefore exclusion from sport and elements of society, however, both had some concept of the understanding of community needs and cultural awareness. In addition to singling-out ethnicities and particular faiths, the post holders referred back to economically challenged white pupils, as a group of pupils likely to be excluded from sport and society as a whole. Consequently, the advisor firmly believed that of equal importance were white boys from traditional working-class backgrounds; principally those living on estates also require intervention strategies in order to engage them with society, education, sport and to steer them away from anti-social influences.

Engagement of communities has to do potentially with how people are providing activity, how it's perceived and also how sensitive the providers are too. I think there's evidence of real efforts being made in certain respects, but it's on a small scale to try and engage, let's say for argument sake, Muslim girls of Islamic origin in secondary school. You know, because you do have to be very mindful of the fact that these have to be single-sex activities, there has to be female instructors or teachers or whatever.

There are big issues around swimming, for example. Fir Vale has done some good work on that, but they are probably ahead of the game and then they are only doing it with certain small numbers of their kids; and there will be a lack of sensitivity entirely because there still is, within PE teachers the same as the other teachers, who will say 'colour is not an issue'. They'll use that term, 'You know, they're just kids to me'. Well, yeah, they are just kids but, and I believe them when they say that, at one level I believe them when they are saying that, but on the other hand, they are not thinking 'well, is there an issue here for these kids?' And I'll go back to it again, without being too politicised, this is an issue for poor white kids as well. I don't want to sound like the BNP, I'm not racist but, you know what I'm saying?

It is an issue for poor white kids as well because they don't understand that maybe they're not going to have the support to get them to where they need to train, or they're not going to be able to afford to do it because they don't have disposable income.

So, there is a kind of an ignorance which is not malicious but has an impact, so I think that's there. I also think if you look particularly within the Islamic community, there's some strange stuff that's a bit difficult to work out what's happening at the moment and where it's coming from. There's almost a retrenchment going on. We pick this up now in terms of the questions being posed to us about involvement, particularly of girls in PE in schools, stuff like wearing the hijab, that kind of thing.

That's happening more and more now in schools, which is a real big issue.... and there's a serious issue about the engagement of women, Islamic communities and girls in physical activity, how you engage them in physical activity and legitimise and allow them to do that. And that isn't just the host community that's the problem, it's also the Islamic community which has hang-ups about it.

And please, don't get me on power relationships in Islamic society between men and women, because I go off on one. I have a real problem with that. I really do have a real problem with being able to accept it because I think at times there is a clear disadvantage to females that are compounded by the culture. I find that hard to accept. But on the other hand, I want to respect someone's cultural beliefs but I find it quite difficult on a personal level to understand that.

Senior Sports Strategy Advisor

The PESSCL data, which is analysed in the previous chapter, indicates low levels of specific targeting of groups. In line with these issues, the advisor was asked if issues to do with inclusion should be addressed in all schools, including those with small percentages of ethnic minorities or less diverse populations.

That's a tricky one because I don't think you want to do anything that makes a very small minority of kids the focus of attention, whatever the reason they are different. They might be white, Serbian, Kosovo or something, you know what I mean. It's not just about colour, not about black or whatever. If you say 'we're going to put on a Kosovo girls basketball team because we've got 4 girls in year 7,' that's bonkers, that's going to the extreme. That would be wrong, too. You can get into this dreadful kind of stereotyping again, 'you must be a good basketball player because of your racial background', you know, racial origin. And in fact, we ought not to be doing that; we ought to be challenging all that.

But, on the other hand, I think we should be mindful of 'Every Child Matters'! Are there some kids in our school that we're actually not providing for, you know, what are the kinds of things that might turn them on, what can we engage them with? So I think in that way, I think we should be mindful without estranging kids. You don't set up things specifically for some kids because actually you alienate and isolate them doing that because part of the thing is to engage people within a broader group.

Senior Sports Strategy Advisor

Little mention was given to targeting pupils with behavioural issues, those with poor attendance or the gifted and the talented. The response to the identification of specific targeted groups indicated an association with 'difficult' groups and that other agencies would be the key to involvement and therefore success. Additionally, little reference is made to crime or anti-social behaviour as a factor of social exclusion. The transcripts for the SSSA and PDM show a

sympathetic and concerned response and demonstrate at times they regard policy and national strategy as unrealistic. They appear to be anxious to do what they feel is the 'right thing' by the young people, and are quite active in identifying a range of groups who may be susceptible to being excluded for a variety of reasons. The identification of factors, such as those disaffected with education, poor health and those who have an active religious belief, particularly Islam was stated. Ethnic minorities were also regarded as having potentially higher levels of susceptibility to being excluded. The examples provided show that for these two post holders exclusion is regarded in relation to national policy or regarded from a theoretical perspective.

6.3.4 Senior Sports Practitioners: Understandings of the Role of Sport to Tackle Exclusion

Using sport to engage specific excluded groups was considered to be an area that the PDM felt the partnership had not focused on, though there were pockets of good practice in selected schools. For the SSSA, the good practice was as a result of the interpretation of policy into practice. Despite some reservations, he believed in the positive impact of sport on individuals.

I think there is a huge gap between policy and reality. What I would say though is you do need people like me who are doing the job I do to say 'these are the things we need to be doing and these are the ways to do it', and let's set ourselves targets in that sense and let's evaluate what we are doing and let's be critical of each other in every positive way, because if we didn't do any of that, if we didn't have the vision, we wouldn't have moved forward at all.

I'm not a professional in this area, who then went into the community. I'm a community person who turned that into a profession in a sense, [and] it's my experience in community sports, not just in rugby but in a number of things which has committed me to that and to the power of the community and what you can get out of them. The volunteers that we have at our club, they get a lot out of it, and they don't play rugby, they just support it. It's being part of a social group and developing their self-esteem and to be able to exercise leadership and being mentored and supported. People who come in as a parent with a kid, and after a few years are at qualified coach level, and it's all that side to it, sport as a vehicle. So, we just try to open that up to kids. I know we've not touched the health side of it. That's a whole other can of worms. Ultimately, physically active people, other things being equal, are going to be a lot healthier, mentally and physically and emotionally.

Senior Sports Strategy Advisor

Despite the shortfall in actual programmes or targeted provision, the PDM felt there was a place for linking sport and social exclusion, providing it was meaningful work. There was some scepticism expressed at some diversionary tactics used by agencies that, it was claimed, use sport to distract young people rather than engage them into potentially longer-term involvement. One cited account demonstrated the effect of involvement in sport for one parent, which the PDM regarded as evidence that sport can play its part in tackling exclusion, if the activities are thought through.

I'm into sport being used right now, but only if you do it because there's a reason. I can't stand how they come and sort of work with us with fat kids, sort of thing, you

know it's just really naff, but there's loads of examples of stuff that has happened in the Partnership that's not just a result of the stuff we've done but with sport in general. Tim always comes up with this story about a kid at rugby: 'His mum adores him and has always been over protective of him at Firth Park. She won't let him do anything because he'd had some kind of illness in the past. But, he begged his mum to let him do the rugby and he went and saw the doctor and the doctor said yes, give it a go, and then basically this kid went and did the rugby and it's just changed him totally; and apparently his mum is a bit rough and they came up to the school and Tim just happened to be walking past when she was going 'I love this fucking school and my kid, you should see him now! He absolutely loves school now, he'll come to school now and it's all because of that rugby, it's brilliant!'

Tim's just, well, like 'well, it's all down to the Arches'. He said 'I almost had a little tear in my eye!' At the end of the day, the social exclusion agenda or social inclusion, whichever way you want to look at it, you know, you can kind of satisfy it accidentally by doing good work anyway.

PDM

Speculative questioning about the longer-term benefits of involvement in sport and sport's ability to promote inclusion, either through the Arches or wider sports participation in the local community, caused the PDM to reflect on her own background and what she had achieved. Inevitably there was an element of personal reflection in her response, similar to the SSSA.

Well, I've been involved in organised sports programmes since I was 12, so I am a product! That's why when people say about stuff, look what it's given me. When it comes out it sounds really corny but because I've been involved in a good quality basketball club, a girl's basketball club with really devoted coaches and volunteers and stuff. And then because of that, I started helping out in the club and then I started helping out in the English Basketball Association and then worked for them in basketball and I met my boyfriend and I've got a family now and it's all through sports. So, I think it just gives so much. It sounds naff but it is so much more than just going out and getting fit. And, a lot of my friends I know because of sport and you know, that's the beauty of it, I think, just being in, you know, being involved in things in a different context than going out with your mates'.

PDM

The PDM reported evidence of how involvement in sport had affected people's lives in the promotion of neighbourhood renewal and social cohesion. The SSP is involved in an holistic learning agenda which she regarded as being beneficial long term, particularly through initiatives like Family Link, which fosters relationships with Year 2 & 3 pupils and their parents, guardians and family members through structured play and skill acquisition.

Well, we've got this whole family learning agenda. We've got an academy on Saturday mornings which is very much about the little kids and their parents and their big brothers and sisters, or whatever, and they all come along and they all do it together. We got some feedback, we're doing a little piece of research on it at the moment to see how successful it is and the parents are saying it has changed their approach to physical activity and exercise. Now it's not just a case of them running around and playing, it's about skill development; it's about learning together as a family, hence Family Link.

PDM

In relation to what they believed young people thought about sport and its use, the SSSA believed young people did not recognise a link between sport and the promotion of social coherence, team work and skills for life. Additionally, he did not perceive that the pupils would make the connection, whereas he believed sport offered intrinsic benefits.

I don't think they do necessarily see it [a connection] unless you encourage them to see it. So, I think if you're coaching in that kind of environment, I think without ramming it down people's throats, you make those connections. Because, in reality, what happens is that incidents come up, you know. You're playing a game of rugby or football, or whatever the case may be, and you've got a kid who is struggling to keep their temper all the time, getting in problems and difficulty. A good coach will make the connection with the sporting side of that with the personal development of that person, because, I think you have a responsibility as a coach for the development of that person.

That's what gets me about some of the Rugby League coaches who don't necessarily see it like that. They get too focused on the performance and not on the whole person, and that's one of the things I've been quite pleased about, generally speaking, as I watched the School Sports Clubs as they've developed, is that there's always been a kind of a youth club dimension to it, you know. 'You can come on over and have a game', and that's right and proper, you know, I think that's inclusive.

...I don't think they would automatically see it, you engage kids because it's enjoyable. They come [young people] because it's enjoyable and there might be some subtle things going on there about an adult mentor they are working with and a role model. But I'm not sure whether they can articulate that.

Looking at the application forms from the kids who wanted to be part of the leadership Academy, some of the written stuff that came in was kids saying, as if they'd been prompted: 'this will help me develop as a person'.... Maybe not quite as corny as 'I'll be a better person for it', but that's the line they were going down, quite clearly.

But, the standard kid at your school and those schools, probably not. They enjoy sport or they don't enjoy it and unless you make that connection, say to them, you know, 'I've noticed that your marks in whatever subject, I've noticed that since you've been doing this for the last couple of years, your marks have improved'. I mean, there's this thing about kids in the analysis of the survey that kids that do GCSE PE tend to do better in other subjects than what is expected. I think it's to do with the self-esteem they're getting. Because, you can talk away GCSE PE by saying 'well, if they are good at PE and on their practical they get high grades, they'll get high grades elsewhere'. But this isn't saying that. This is saying on the predictions that they are doing better than you would expect the norm in other subjects as well. So, there is something about motivation and about self-esteem that comes through. I believe that though I can't prove it.

Senior Sports Strategy Advisor

The issue of the government agenda of using sport as a tool to tackle social issues was raised explicitly and the post holders were asked their opinion on the matter. Over-simplistic positive correlations were deemed worrying, but on the whole the SSSA felt that sport could make a difference, though he was keen to explain the benefits in the context of more subtle delivery methods.

I have a mixed opinion on this; I have too many personal examples of kids, through our rugby club, who have been engaged. It happens to be rugby in that particular case and without getting all sort of teary-eyed about it, it has made a difference to those kids and these are kids on the margins of exclusion for whatever reasons in society, you know. But that doesn't prove the norm as I can go back a number of years and there are not a huge number of individuals, but they are quite interesting case studies in themselves.

Where I get a bit worried is when it's too simplistic, like well, 'if we put midnight basketball on, we will actually do something quite major about changing the attitudes of Caribbean boys'. I'm not convinced of that, just because we've thrown a basketball at them and they play in the middle of the night. It may work but I'm not totally convinced. There are examples with these schemes; I'm told they are successful. But I think it trips off the tongue a bit too easily.

I think it can make a difference but I think the way in which it's actually delivered is important, it's the levels of engagement is what it's about, which is rather subtle in reality and tough work. It isn't just about playing, it's also about volunteering and leadership, it's about engagement, you know.

Going back to my experience in the voluntary sector, you sometimes engage people not in the playing but in the involvement in the club. You get the kid who isn't very good at playing rugby but loves being there and he becomes the kid with the bucket and that's their way in and that's their role. Or, we'll do fundraising or we'll do raffling on the Sunday morning for the team. There's a whole range of things there and I think there's real value in that, there's real social value, real societal value in that and I think it works, but I don't think the government really acknowledges that role. It's more I know 'Bill' [snap fingers] 'you can do it, put a bit of money in there' and that's all it takes; in reality it's hard work, massively difficult work.

Senior Sports Strategy Advisor

When asked specifically about the role sport could play on the lives of ethnic minority young people, the SSSA firmly believed that involvement in sport could have positive effects later on in life. Again, using examples from his own involvement at the local Rugby League Club, he believed that involvement increased the chance of inclusion, despite some prevalent racism.

Yes, I think there's a real chance of being included and accepted, that's the bizarre thing about racism actually, isn't it. Comments like 'you know, in our football team we've got these two black guys but they're our black guys. They're great lads, they're our blacks, they aren't somebody else's black guys.' You hear that. But, I do think there is a problem particularly with kids of Pakistani origin, because there are greater cultural differences, I think generally speaking, that they seem to be more outside of the system. It's harder for them to penetrate into white clubs. And that's understood to a certain degree at the club level. We've really grappled with it, you know.

[At Hillsborough Hawks] we will say we are an inclusive club but we then ask the question 'why aren't there more black kids there, [and] why are there virtually no Asians here?' There are virtually no kids of Pakistani origin. What is it about our club, about our sport, or is there no tradition, playing rugby league? And yet, if you talk to the black players in our club about their role in the club, they are very happy and they're accepted and so on. So, there is something strange there about longer-term involvement. We need to ask ourselves, 'are we doing anything to engage the different parts of the community?' Probably not. I think it's ever so difficult.

But I do think there's an issue about the benefits of inclusion. Yes, I think there are real benefits. I think all the general stuff applies about self-esteem, achievement, etc. I would say I'm a great believer in the power of team games because I think it's a huge challenge to be able to work in a team, it's a higher form of activity as an individual. It's you against them as an athlete or whatever, but actually you've got to work with a load of other people to set up the group and how you deal with that and how you deal with the adversity, the frustrations, the problems in that. That's going to have a spinoff into your life.

If you are engaged in a kind of a community club, which gives self-esteem, it gives you a sense of belonging, it gives you a social mechanism when you meet other people and you play other teams and you come across all sorts of people. That's got to be better doing that than doing nothing at all.

Senior Sports Strategy Advisor

The transcripts show that the Senior Sports practitioners both hold the belief that sport has the potential to be used as a tool to tackle the exclusion issues they mentioned previously. Although they expressed scepticism about sport being used as a purely diversionary tactic, they did perceive that through a co-ordinated mixed method approach, activities could provide more meaningful outcomes rather than providing a distraction to committing anti-social behaviour. Both practitioners drew on their own experiences and background in which they had personally benefited socially from their involvement in sport. Consequently they were positive about the potential benefits sport could bring. Despite this, they did not feel that young people make the connection between sport and the benefits it could bring.

6.3.5 Conclusion

Despite similar sporting backgrounds, the two post holders' interviews indicate subtly different perceptions of the strategic implications of the national agenda and how that in turn equates to the delivery of programmes in schools and the community. For them, there was consensus that in light of the national agenda the end product of the SSP's had to be increases in participation, but the methodology to achieve the aims were different. For the PDM, mass participation was the key, though there was an acknowledgement that targeted provision was something to consider as the next phase of the programme's evolution. For the policy advisor, his stance was to question current practice, explore whether the current provision achieves what it should be doing, and if not, why not. His focus was centred on the Every Child Matters agenda, of which he perceived benefits targeting individuals rather than mass participation. There were similarities in relation to what was deemed to be 'exclusion', including poor qualifications, poor health and so on, but overall these were linked to sports participation which could result from disaffection with PE at school. The two demonstrated a knowledge of which factors constitute exclusion. These perceptions stemmed from a theoretical context but were then contextualised in relation to the lives of young people. They also raised concerns about whether young people may be or may become excluded in part due to practices at a local level as a result of a poor understanding of inclusive practices and a lack of understanding by deliverers.

Both post holders were very positive about the potential benefits of sport, providing accounts from their own experiences and from within the partnership to support this, focussing on increasing self-esteem, empowerment and inclusion in the local community.

6.4 The School Sports Co-ordinators

Interviews were conducted with each of the SS Co employed at the four schools involved in the research. They were asked about their understanding of the sport policy which frames their work within the partnership. Identifying national policy and how it is implemented was explored as a result of issues which arose during interviews with the PDM and SSSA. This section reports the SS Cos understanding of what they believe exclusion means, and concludes with the role they believe sport may play in tackling exclusion issues.

6.4.1 The Interviewees

The SS Cos had varying degrees of experience and different personal backgrounds prior to starting the co-ordinator post. Collectively, they all share the same partnership goal, which is to increase participation in their respective family of schools. The SS Co at Parkwood, a former NQT at the school, had moved into the SS Co post, as it 'looked more interesting than just teaching' and it potentially had more creative opportunities and responsibility than teaching. At Wisewood the post holder had been at the school for 25 years, fulfilling PE and pastoral responsibilities as Head of Year. Due to impending staffing changes, the SS Co post was seen as an enjoyable avenue to explore, and this was her first year in post. One of the staff, having recently returned from working abroad, was teaching two days per week, working as the SS Co for one day and as the assistant PDM for the Arches on the remaining day. The fourth SS Co was a dynamic and experienced teacher who split her time between the SS Co role and teaching, split two and three days respectively, thereby following the preferred model advocated by Flintoff (2003). All four staff shared a similar enthusiasm for sport and either had, or were still actively engaged in playing or coaching, and were passionate about sport's ability to play a positive role in people's lives, as it had done in their own.

6.4.2 School Sports Co-ordinators: Understandings of the Policy Context

SS Cos were initially asked about the wider political structure of sport in the UK, the reasons for the establishment of the SSP's, as well as knowledge of policy documents which supported their work with young people. Whilst the PDM and SSSA were comfortable and forthcoming with a myriad of policy documents which they could contextualise and relate to working practices, those who delivered the opportunities, training and co-ordinated activities, were effectively one step removed from the policy documentation, and were just as likely to recount the names of the organisations or government departments rather than the policy document. The responses revealed some vagueness about the wider political framework. Just one SS Co, from Fir Vale, appeared to have a sound grasp of the wider context in which the SSP was based. She pinpointed agencies, government departments, relevant policy documents and the role of the media. She also identified the Every Child Matters Agenda and structured her reasoning and response in a similar manner to the SSSA.

Ok, there's the PESSCL strategy and the annual survey, which is PE School Sport Community Links, which is basically the document that the Partnerships are following so we tackle PE within the curriculum, within the school and then, obviously, out-of-hours and then linking the out-of-hours to a community club so there's a pathway there. So that's one policy, if you like, that we're following.

And then there's also, by the DCMS and Sport England. They have produced several documents on individual activities like Top Link, Sports Leadership, [and] there are individual ones on swimming. They've just brought one out on dance, so they are actually now specialising in specific activities and also the World Class Performance. Well, they have their own policy, basically, now for individual activities that they feel kids could excel in.

In terms of health, well I just picked it up. I mean, obviously there's the 'Every Child Matters' framework; it's in there about kids staying healthy and I think it's the obesity. It's stated that the obesity in the under 11's is a concern, which is a more recent publication, really. And the media has an impact on the priorities, definitely, definitely! I mean, I read things in 'Sports Teacher', general newspapers, just blanket, you know, what do you call them, just media publications broadsheet newspapers. And then all SS Co, we receive Youth Sport Trust mailings and it's things that happen and things that are going on, things that they are trying to change, and a lot of that is steered around health.

SSCo, Fir Vale

In comparison, one interview provided evidence of a co-ordinator who struggled to contextualise sport policy at a national level. When asked if they consulted or made reference to PESSCL strategy, or how work was steered by the strategy, they had to be reminded about the national documentation and demonstrated a degree of uncertainty.

I think we are made aware throughout, whether it's routine meetings or reviews with [PDM] at various times during the year to keep referring back to that. And I know that by using that, that we're making plans for next year. For example, reviewing what's happened this year and agreeing what it is exactly that we want to offer for next year...in terms of improving behaviour and attitude in P.E. For example...attendance, etcetera,...you know.

SSCo, Wisewood

The existence of SSP's nationwide and reasons for their establishment was explored in detail. A wide variety of responses were provided which generally covered the gamut of engendering mass participation, tackling childhood obesity, health problems, providing opportunities, tackling problems with teenagers and training staff in order to provide a better quality of service, especially within the primary sector. Collectively, a combination of the proposed outcomes of the SSP's listed in previous chapters were cited between the four members of staff, though the health agenda achieved high prominence throughout all responses.

They [SSP] were set up because of the increase in obesity in young children, involving health problems that have been prominent in the news and whatever recently; to try and tackle ongoing problems in teenagers; lack of participation and enthusiasm towards sport. I mean, we've got the world class thing that's starting to train and help the élite go through. I suppose we've also got a general problem with mass participation.

SSCo, Parkwood

I think one of the main targets is to get children involved in sports, at an early age, with the hope that they'll carry that through then as they get older, and for mass participation, really, to increase participation amongst younger children and give them the opportunities to experience sports, so that they can either make choices and decide that's what they want to specialise in maybe, or even just give them lots of 'Taster Experiences' when they are young so they can then decide for themselves what in particular they really like and if there is something they maybe would like to carry on within the future.

I think the other thing that is very strong is the training for primary staff. I think Physical Education is probably going to be something that a lot of teachers, unless they've got a lot of experience, are quite wary often of teaching in the primary school; the pure organisation of it, and then the sort of knowledge that's required. I think that the way it's been fed in, as a Partnership, gives teachers an opportunity to be trained and then to get further training, from the SS Co or within the Partnership, and then take that back to their schools to be able to feed through to the other staff. Along with schemes of work and resources, I think it's marvellous the sort of things that the Partnership is managing to produce, including really strong PLT's.

SSCo, Wisewood

The principal emergent theme related to the formation of the SSP's was to address the prevalence of the health and obesity agenda, although this was rarely linked to specific policy documentation.

I think the health and obesity [issue] is something I've picked up from the media... we're trying to keep the kids active, not just in PE lessons, but trying to make kids active at breaks, during lunch and before school, after school, helping them to acquire more knowledge and also tackling the obesity and health problem.

SSCo, Parkwood

Basically, I think it's to ensure that every child is active from such an early age, especially now with the health scares of obesity and the lack of activity that people are engaged in.

SSCo, Fir Vale

The PESSCL strategy was the only strategy or documentation that all staff identified with, or worked with or towards, on a regular basis. Two staff were unclear where the strategy originated and what its purpose was, other than to guide the 2 hours of participation in PE and school sport.

Targets which were identified from the PESSCL strategy were discussed, and the SSCos recounted specific programmes that had been put into place in order to tackle participation rates. Nationally established programmes, such as 'Rise and Shine' Clubs and the Positive Playground Programme, were indicative of schemes that had been brought in to tackle specific issues. In addition, SSCO mentioned initiatives which they had devised locally to solve specific problems through targeted provision. However, targeting by ethnicity or cultural diversity were not specifically identified as being of significance in the family development plans, but the targeted provision was an area which all the schools stated they took part in to some degree, including targeting of pupils based on behavioural issues and low self-esteem.

Additional comments were expressed about a conflicting agenda between participation and the academic standing of GCSE PE, along with the excess paperwork and paper trail, which was believed to have a limited impact on national and partnership goals.

... as a PE teacher, I feel there is a bit of a discrepancy between, not necessarily the partnership, but the Youth Sport Trust and certain aspects from the government, what the government is putting out in terms of getting kids active, increasing opportunities, and I think it doesn't quite fit in totally, for me, with Physical Education. I feel there are some mixed messages with how physical education should be delivered, and I feel it's possibly going more to an activity, getting the kids active within your lesson [and] having an emphasis on that, rather than acknowledging and embracing the educational side.

SSCo, Firth Park

The interviews indicated that knowledge about the wider national policy context was sketchy with some SSCos having a sparse knowledge of the national agenda or relevant organisations. Just one SSSCo was *au fait* with the DCMS documentation, Youth Sport Trust agenda and contextualised it within the Every Child Matters Agenda. Despite this limited knowledge base, the four staff noted that they were guided by the PDM and PESSCL strategy. They perceived their key objectives as providing increased opportunities for participation, professional development and training opportunities for staff and increased competitive opportunities. Additionally, two of the four SSCos believed that the targeting of specific under-represented groups (in relation to participation) was an objective.

6.4.3 School Sports Co-ordinators: Understandings of Exclusion

The notion of exclusion was identified through a variety of mediums, such as involvement in sport in school and the community, disaffection with school, underachievement, poor health and poor behaviour. The SSCos provided information on what they believed exclusion was, and how it is demonstrated through work with young people. Principally, exclusion was regarded as low rates of inclusion, mainly as a sporting non-participant. For example, SSCos believed that full involvement in the PE curriculum equated to young people being fully included in school and beyond, hence low participation in sport was considered to be the key aspect of exclusion.

The SSSCo involvement in curriculum PE tended to be limited to involvement with developing Schemes of Work and resources for Primary Schools as they were deemed to lack the expertise provided in Secondary Schools. A smaller proportion of their role included the co-ordination of initiatives in the Secondary schools, as well as delivering lessons at Key Stage 3 & 4. Therefore, they felt knowledgeable about the characteristics and dynamics of the Secondary School population. One school with a moderately diverse population tended to approach initiatives as 'open to all' and, therefore, there was no specific targeting mentioned in relation to ethnicity, religion or gender. Age groups were identified for specific competitions,

particularly at Primary School level, but on the whole, mass mixed participation was emphasised.

We tend to plan as a partnership, [and] the Partnership Development Plan allows for each secondary school or family to create its own identity, if you like. So, every aspect of the Partnership Development Plan allows each secondary school to go off on its own route and develop its own targets and tailor it, really, towards its own schools and family of schools. The vast majority of stuff that I do is geared towards mass participation. We try and look at and put on a variety of stuff for each age group, which includes girls and boys.... everything that we do is a mixed participation.

But, as far as targeting is concerned, we do target. There is a strategy to it all in the terms of the festivals and competitions that we offer. They are all in blocks of 5 or 6 weeks of coaching that has gone into the school, so it's not just putting on festivals and putting teams down, there has been some development work being put into schools leading up to that.

SSCo, Firth Park

When asked if they perceived any issues related to specific groups, which warranted targeted provision related to ethnicity or culture or religion, one SSSCo felt there were plenty of opportunities, but was not sure what they were. Further questions related to targeting by ethnicity, cultural diversity or religion in order to increase participation, elicited a varied response. Although there was evidence that targeting took place in some schools, one SSSCo responded that “[activities] were more sort of done as the mass on the girls’ side.” (SSCo, Parkwood)

Boys were identified as a group who may not be fully involved in all aspects of physical activity. Boys at Wisewood School were earmarked to utilise their volunteering capacity to help organise and run events at the Partnership Games. In the past, there had been a high proportion of Year 10 girls who were seen to benefit from the involvement.

A commonality within the Arches was the targeting of girls, with many reasons cited, not just underachievement, but the lack of engagement and trying to link sport, health and life beyond school. The impression provided was that the emphasis on older Key Stage 4 girls was associated with attempting to engage them in order to provide longer-term benefits. When asked how that was perceived by the pupils, the response was varied, with one SSSCo believing that the young people enjoyed and engaged in new activities, with other SSSCos not sure if the young people really understood the potential benefits.

At Parkwood and Fir Vale, none of the aforementioned groups were directly targeted. Programmes that did exist developed organically. Indirectly, these activities served as a way to encourage participation amongst older girls, especially those who were not involved in after school sport.

It's [targeting by gender or ethnicity] something that in our Partnership Development Plan we plan to address as one of our targets: different cultures, behaviour, attendance, attitudes and change and all that, but I haven't done very much on it but there's obviously so much more that can be done.

SSCo, Fir Vale

Although the SSCos were very positive about the Partnership, its philosophy and practices on a day-to-day basis, there was an element of frustration about what they were expected to achieve and how they were to tackle issues such as non participation, or selective exclusion from an activity in school. From the outset, the transcripts indicate staff identified ethnic minorities as groups who were more likely to be excluded both in and out of school.

With girls once one drops off, friends drop off, then they all drop off and they just go around in groups and I found that's really hard. But I think personally, my main issue is Asian girls, because I think they exclude themselves from PE and obviously their parents don't allow them to become involved in PE and school sport, and it's breaking that barrier at home. It's just a massive task; I don't know how to even start tackling that, really.

SSCo, Fir Vale

Pakistani girls were singled-out as a particular group which displayed a negative attitude to physical education, although the SSSCo was not able to explain why.

... 'I can't be made to get changed', 'I don't want to get changed but I'll do it...I'll do it in what I've got on'. That's sometimes the general attitude we get sometimes from Key Stage 4 girls ...they won't tell me what they want to do once they see what we've got on, if it's something they don't like then they are reluctant to do it. They'd rather go sit and watch the lads play football or something.

SSCo, Parkwood

Within the development plans of each family of schools, reference was given to establishing, enhancing and supporting school club links, bridging the gap between participation and potential performance, with extensions from curriculum sport. For one school, the lack of local clubs and usable facilities provided justification for those who had been identified as possible attendees to become a specific target group. For Fir Vale, where over 90% of the pupils were from an ethnic minority background, this was not limited just to pupils from ethnic minorities, although the talent identification and Gifted and Talented programme in the school identified predominantly Asian males as likely candidates to be encouraged to join external clubs. Being located near major international sporting facilities, such as the E.I.S. and Don Valley Stadium, was classed as a hindrance rather than as asset, as the pupils and their families did not necessarily perceive these facilities as being for them.

I think what I found, actually, my personal view like over the last eight years I've been teaching, is that kids are just getting lazier anyway, generally just cannot be bothered to do anything. Like, when I was in school, we used to do everything. I was crap at cross country but I would go and run after school because it was just fun and a laugh with your mates, and I just can't believe now that you have to force them sometimes.

Staff did make several pertinent observations about PE during the school day and the involvement particularly of ethnic minority pupils. For example, the range of activities that have involved ethnic minority pupils has been quite widespread though the numbers involved have been limited. Through these activities and also within curriculum PE lessons, SSCos have started to identify differences between certain groups of pupils. Here, staff readily grouped pupils by ethnicity and felt able to make comparisons between groups.

I've seen more changes a little bit recently. I mean, we've got the Year 7, 8 and 9 ethnic minority girls that are starting to get that negative attitude against doing PE. That reluctance to participate seems to come earlier, that general lack of enthusiasm. But, by Key Stage 4, the white girls are dropping out just as much as the others. I get a lot of notes from ethnic minorities that say they hurt their leg or whatever and parents don't want them to do PE.

SSCo, Parkwood

The Muslim girls tend to not want to do PE more. I mean, to the point where sometimes we have them taken out of class as they don't want to do it at all, or they'll either sit there and sort of not do anything in lesson, even if you give them a 'non-doers' task, whether it be a worksheet or whether it be coaching on the sidelines or whatever. And sometimes they tend to mess about just to get removed, but that's not all Muslim girls, that's like whoever is there, it just happens to be the same Muslim girls each week.

SSCo, Parkwood

Despite acknowledging that the disaffection with elements of education was a form of exclusion, to one particular member of staff, integration into education was not deemed to be a priority or to be of importance in the wider scheme of exclusion issues.

[Tackling issues to do with female ethnic minority non participation] It's not high on the list of priorities; we have a big communication problem. We have interpreters if we've got a problem. We've used them before when we've had a communication...language barriers. They try and deal with it for us ... and I think sometimes, because it's not us dealing with it initially, we're not getting the message across quite as well...especially when it comes to period pains or female issues and the hormones, girls not wanting to get changed in front of other people...you know, we all get changed in the same place so...we try not to let people go and use the showers because we want them all to use the same because it's there for everybody.

Muslim girls sometimes tend to nip off into the shower cubicles and start getting changed and it's like we can't have that, and that causes a few problems ... I think sometimes it's just communication breakdown and initially not having the time to sometimes follow-up and finding out if there's anything deep rooted ...from the family...that we don't know about, that the kid's not telling us.

SSCo, Parkwood

Oh, we've got some, I'll say naughty, very naughty Afro-Caribbean kids at the moment. There are about 3 lads and they are fantastic sprinters, absolutely fantastic sprinters and when year 11s leave next week, Steve is going to work with these boys and take them out of some of their curriculum subjects and do some athletics training with them. So, it's almost like a reward, if you like. So, this is a very small target group but they have allowed him to do it and this will be

measured by the amounts of 'on-calls' that those kids don't receive, if you like, or don't get. It will be quite interesting to see how it changes their attitudes because, I mean we just bought them a pair of spikes, you know, because I give them to talented kids for athletics. So, if they sort of jump on-board and become involved with it, they are going to go down to the Don Valley Stadium, it may just change their lives!

SSCo, Fir Vale

The African-Caribbean pupils are definitely more engaged in sport than the Pakistani pupils, definitely, unless it's cricket! Pakistani kids will just play cricket all day. But, when it comes to running, athletics, throwing activities where there is almost like aggression involved, Afro-Caribbean kids do so much better and I think one of the issues, I mean, this year it's been quite good because two out of the three kids have been coming to the athletics club, but, it's actually getting them to come to the club which has been an issue in the past. Whereas the black pupils see it as almost like 'Oh, I can't be bothered'. It's challenging so I give them a time after school but they still say, 'I'm not doing that', whereas the Pakistani kids will come to their cricket club, they'll come along, play, quite cool and they'll just go home.

It's been harder work getting the Afro-Caribbean kids to come to a club but when they actually perform, they achieve so much more. But again, hopefully this targeted approach will work with these lads, you know, will possibly change that. Again, we're trying to get them down to Woodburn Road [Athletics Track] but again, it's on their own, they just cannot get down there, some of the parents are just not interested at all. You know, they don't drive so how do they get to Woodburn Road from here? We've offered to try and pay for taxis and it's just a bit of a nightmare, but they are definitely more up for sport.

SSCo, Fir Vale

Our pupils are very much grouped in this school. With the Muslim girls, we try and bring them in, we've really tried to drop them into PE and school sport. The Afro-Caribbean kids are already within school sport but they let themselves go, they should be here, you tell them but they tend to just drift off because they can't stick anything out, they won't stick with it.

SSCo, Fir Vale

Staff identified concerns with particular ethnic groups, however, at three of the schools there was no specific targeted provision, although each of the schools had a proportion of ethnic minorities on role at the time of interview.

Targeted provision? No, not currently, not through sport, but there are opportunities through the Multicultural Heritage Centre, which does create opportunities but I'm not sure in what way. It's not through a sport medium.

SSCo, Wisewood

The school with the highest percentage of ethnic minority pupils provided the most in terms of numerical and diverse activities targeting ethnic minorities. Programmes were identified for Asian girls in activities outside of school, community swimming projects, which also involved parents. Boys were targeted for their poor behaviour and also gifted and talented individuals were provided for. Rather than just choose pupils based solely on their ethnicity, friendship groups were selected, thereby making all activities open to all, but with a heavy slant in relation to marketing, advertising and selection based on a pre-specified criteria.

Last year, in conjunction with 'Connexions', I targeted Asian girls and I did a block of swimming coaching. We managed to get the pool for free because it was funded through Connexions. We got a bus, we invited I think it was about 30 girls. They were all given a chance to go and then there was the final 30 that put their names down. In the end it went down to about 20. The first week there were 30. Obviously, those that didn't like it didn't come again.

We had 20 girls swimming for a 6 week block. We went up one evening after school and we just left them there and they went home from there and, it was really, really positive because, I mean, some of the kids went in the pool and they had never even been in water before! It was quite strange and I couldn't understand it, well, it is very different. It was quite hard in the planning process. I had to make sure that all the blinds were shut; there were female lifeguards that they were allowed to wear t-shirts and a lot of them wore leggings, so there's a lot in the planning. I did the swimming coaching but I think it was more subjective, the achievement they got out of it. I mean, they were just swimming 10 metres with a float and they were just absolutely over the moon. And then they always had their play time and I know probably about 5 of those girls actually went back to the 'ladies only' swim at Concord, you know. They told me how they went swimming on Sunday morning and I thought that was really cool because it's, you know, obviously taken outside of school as well. So that was something we did for Asian girls.

SSCo, Fir Vale

After school is an issue because they go to mosque. It's a huge issue but we're looking at changing the school day and finishing at 3pm which would then allow us an hour and then they can go home to mosque. So, it may increase our participation in extra-curricular activities. But, the difference that we make is to very small groups of pupils.

Something else that we're going to target next year is bringing the mothers in, so a mother and daughter badminton session after school. It just might break that barrier and they might realise, you know, that it's not so bad to get a bit sweaty and stuff, you know, the Muslim girls. Well, we'll see. I mean, there are lots of ideas but they just need to be put in place.

SSCo, Fir Vale

Poor behaviour was a specific factor associated with exclusion. The activities which target pupils with behavioural issues at Wisewood has a disproportionately large number of African-Caribbean and mixed-race pupils, in comparison to the make up of the whole school, whilst at Fir Vale, the constitution of their 'behavioural group' was purely ethnic minority pupils.

There has been a group who have been targeted where sport has been used, and it was in terms of sorting out or just trying to improve behaviour. The SLT have sort of led this really, and they targeted certain individuals in years 8 and 9 and created leagues and gave them points, awards and rewards and things, and created leaders within the team. I think it's actually about 20 of them in total, targeted individuals to try and help improve behaviour within school and their self-esteem. One of the projects that they had was to make links with primaries and to organise competitions and tournaments for primary school kids on certain evenings over a period of 3 weeks in 3 different sports. Basketball, I think, was one, netball and football. And so, they went to the schools and got all the entries; they did it all themselves. In fact I don't think any of them turned up during the competitions, so that was unfortunate, but I suppose the process is as important as the outcome. That was a strategy to help improve behaviour

SSCo Wisewood

So, we're looking at a group of boys who have low attendance, the usual low attendance behavioural issues of Year 8 and 9 boys, and we're going to put on an early morning boxing club for them to get them into school and so tackling their attendance and hopefully get rid of some aggression before they actually start the school day. That's definitely going to get up and go; we've got all the bags and all the equipment for it.

While setting up the boxing club, because we've had Boxing in the Year 10 options, we gave them an option of fitness for boxing. They had a coach and they really loved it. So then we're going to put on another group of older boys who have low self-esteem and create another target group there, but using the boxing.

SSCo, Fir Vale

Despite the diversity of the students in three of the four schools, all but one SSSCo illustrated a lack of understanding of the role of religious beliefs and of Muslim practices. The transcripts indicated a lack of understanding of the role of religion and how religious practices affect participation in PE, and therefore how students could be successfully integrated at school through a better understanding of the role which religion plays in some students' lives.

Whilst there was widespread acknowledgement that disaffection with elements of education was as a form of exclusion, to one particular member of staff, integration into education was not deemed a priority or of importance in the wider scheme of exclusion issues. Whilst no specific exclusion issues are cited, the SSSCos had a broad understanding of the ramifications of children not being involved in sport and subsequently being excluded. Collectively they identified poor health, behavioural issues and disaffection with school as being associated with exclusion. Of note is the issue that all factors are subconsciously linked to ethnicity, and their belief follows that ethnic minority young people are more likely to suffer from exclusion. The SSSCos were aware of opportunities which exist in the partnership to address low participation, which were deemed successful.

6.4.4 School Sports Co-ordinators: Understandings of the Role of Sport to Tackle Exclusion

The area which provided the greatest extent of uniformity was when staff were questioned about what they felt were the priorities for the local partnership. Collectively, the responses were related to increasing participation, which mirrors the response of the PDM. Some of the participation was targeted towards certain groups, such as girls, or increasing competitive opportunities, with differences due to the specific demographics of individual school populations, but the end result being to engage more young people in sport.

Specific questioning regarding the role of the Arches Sports Partnership and whether the SSSCo believed it had tangible benefits on the lives of any of their pupils, irrespective of gender and ethnicity, showed that SSSCos believed there was a positive correlation between sport and quality of life.

....our Year 8s at the minute that have come through when the Arches started, they're absolutely brilliant! They've broken all the school records that we've had up to date and so they're the best year we've had coming through. I mean, I'm not saying it's all to do with the Arches, it might just be a good crop of kids, a good year group, but definitely the standard of PE has been better, like the hand-eye coordination has just been more developed; the simpler things that allow you to work at a higher skill level with more confidence.

SSCo, Parkwood

In an attempt to gauge local and national precedence, SSCos were asked to identify priorities, with the SSSCo from Firth Park identifying two principal agendas which he believed the government prioritised in terms of sport. He was the only co-ordinator to mention the 2012 Olympics and perceived this as being fundamentally beneficial to school sport, which could expect to receive further funding. He also contextualised the issues relating to poor health, financial consequences and the subsequent link to using sport to address these issues.

I think there's two main agendas which contradict themselves to some extent: firstly, when the government and the country were in the plans of bidding for the 2012, but now that we've got the Olympics in 2012, I think that's a massive emphasis for the School Sports Partnerships, and I think we'll just see more funding being put schools' way for the development of sport.

Secondly, I think the main reason, for me looking from a political side, is the health of the nation and I think they're trying to address this. I think the research shows that if the health of the nation keeps declining at the rate it is, come 20, 30 years on, the National Health System won't be able to manage with the amount of health problems associated. So, I really think that's the main agenda.

There are obviously other agendas going on: crime would be one of them, if kids are involved in sport, it gets them off the street. We've got a big problem with 'yobbish' behaviour in the country at the moment, that's a fairly high one on the political agenda; but for me, it's mainly the health agenda.

SSCo, Firth Park

All SSCos positively associated using sport with the potential to address problems that were primarily school-based issues, but which could lead to issues with young people and their lives in the wider community through to adulthood. Issues such as low educational attainment, exclusion from school, poor health and low self-esteem were all raised, which they believed sport could be used in part to address. Concerns were linked to exclusion, either from their own communities or from the school community, and staff believed that there was scope to address social exclusion issues with school sports or school-based activities, and went on to provide anecdotal evidence of how they had seen this in action.

Yes definitely. On a recent trip to the army residential, it was meant to be sort of a reward trip and I was surprised by some of the people who had been accepted to go on it because I thought that they were quite, not severe behaviour problems but just sort of not socially acceptable, just sort of constant disruptive behaviour. You know, they managed to get themselves removed from class but they've not been excluded, they've just not gone that one step further. But for some of them, the activities we were doing were all about individual challenges, getting over your fear

and things like that, and since then they've come on leaps and bounds. They've been doing absolutely fantastic since we got back because of the sense of achievement that they felt; they seem to have come back with a renewed lust for life, if you like. That's something the school chose to do, but since the success of it, since coming back, I've been asked to look into it for the Arches, across our Partnership

SSCo, Parkwood

There was an acknowledgement that perhaps some of the younger pupils who have had more exposure to the events, particularly the 'Arches Games', would be more familiar with the work of the partnership and also benefit from involvement, identified through achieving higher national curriculum levels in end of key stage assessment and a more positive school experience.

But I've noticed my Year 7 girls, I can sit in the changing room upstairs and say like 'get in groups of 4, sort yourselves out, by the time you get up there. You've got 4 cones and a ball and you're going to be involved in a warm-up and you'll have 30 seconds to get up there to set it out', and they'll walk out and they'll do it and they just get on with it and it's like as if they're used to warming up or they have been warmed up in their lessons now. I don't know, probably will never know, but I would like to think it's because the schemes worked that were put in place last year. The teachers have been following them, you know, because they had proper instructions for warm-ups before every lesson.

It's very subjective, but I have noticed a difference in their performance levels, I mean, I've got some kids coming through dance now. I mean, some of the kids are at level 5 in Year 7! Absolutely amazing! But, that could just be the one-off talent you get but, you know, I have seen an improvement in the three years I have been here. I have seen an improvement in the Year 7s coming through. I do feel that some of that has to do with the Arches which must have contributed towards, you know, their attainments. But also, the Year 7s coming through now they are familiar with the Arches.

SSCo, Fir Vale

Despite two SSCos feeling that the pupils fail to make connections between social issues and sport, there was a belief that the work that was being done through sport was valued by other agencies, such as Connexions, and also other staff in school who valued and understood what the sports staff were trying to achieve.

Most of the time, the work we do is valued, yes, unless we've taken up their lessons with a competition and then we've got an issue! The staff here actually are really supportive. I'll take this one lad, [Name], who is on the verge of exclusion at the moment. He's very aggressive to both staff and pupils and he's one of the sprinters who's now going to go and represent Sheffield. He's really talented and I think they understand that he's going to be coming out of their lessons but, because it's for the good of him and it may change him, then they'll support us. So, they're supporting us to support him, really because if he wasn't with us, he'd be sitting inside the Learning Support Office or outside the Head's office, so it's positive that he's doing something that he enjoys doing.

SSCo, Fir Vale

Staff primarily linked increases in sport with reducing poor health and obesity. Not all assumed that the transfer of knowledge regarding sport and health would necessarily result in young people making a connection between the two.

Some of the kids don't even see the connection between obesity and exercise. I was really surprised. I had a year 9 group and they weren't the brightest of groups but they've got some brain cells and one of the girls said to me "is exercise good for you?", and I went "of course it is!", and she went "oh, all right", and I said "why do you think it's good for you?" We were doing athletics, but because they just won't do the 50 or 100 metre run we did the 2000 metre walk, you know, as a compromise. So they did 10 laps of the 200m track and then they'd finished. I talked to them about their technique when we went in the gym and stuff, then they asked; "Is this good for me then, Miss? Am I losing weight doing this?" "Of course!" and they just didn't have a clue and it's like, God!, what have I been doing for the last two years, and they don't even realise the connection! I mean, I know it's her, you tell her again and she's probably forgotten again now, but most of those girls couldn't make that connection between exercise and losing weight and having a good physique and that was quite... it just dawned on me, it's quite worrying! I know it's not all kids but there are some kids there that don't make any connection.

SSCo, Fir Vale

I think sometimes the kids don't see the benefit of the healthy lifestyle, they don't see that through being active they are keeping themselves healthy, which you can't understand, because they get the same message in several different lessons across the curriculum. Some of them do, some see the benefits and some of them don't. Some of them will pursue it and some of them just aren't interested.

SSCo, Parkwood

Similarly, staff did not believe young people would make the connection with sport and exclusion issues such as poor behaviour or involvement with the police.

With the boys too, definitely some of them don't make that connection after school, in the evenings. You know, some of them go to a boxing club and stay off the streets whereas some will just hang out in the streets and probably get taken in by the Police at some point. And they probably wouldn't make that connection either. If we put something on for those pupils who are at risk, if you like, in the community, I don't think they would make that connection.

SSCo, Fir Vale

Hmm, I think very few kids would make that connection [between behaviour and sport]. I mean, just an example of what Steve's doing at the moment is that he has targeted about eight year 8 boys that he perceives, you know, you have to be very careful here, he perceives are overweight and could do with some extra training and it's very confidential, he sort of invites them on his own. Three lads go up to the lodge with him at lunch time and they train there and it's basically to lose body fat. But, I don't know whether those kids realise. Sometimes I think they do because he has spoken to them on a personal basis, but if I had a group of 20 badly behaved boys in here, I don't know whether they would realise why they were here or make that connection. 'Hey! We are the ones that are always outside the Head's office!' I don't know.

SSCo, Fir Vale

Longer-term benefits of involvement with Arches raised issues about recognition of the Arches logo and branding and whether the pupils would even identify who had orchestrated the events, or whether they would just benefit from involvement in sport *per se*. Staff felt that although it would be good for the pupils to recognise the Arches and therefore associate it with positive

engagement, it was more important for them to take part in activity rather than worrying about who organised it, which closely mirrors the view of the PDM.

Steve had obviously mentioned the Athletics Competition which we went to on Tuesday, and the kids were coming up to him before then, the year 7 boys: 'Are you going to Arches tomorrow, are you going to Arches tomorrow?!' So, they've made the connection that that competition was Arches. They've got it completely wrong, but to them, all the competitions they've been involved in, have been predominantly organised by the Arches. So that was quite nice that they were making the connection!

And the girls have actually said to me as well, you know, 'Are we going Arches this year?' And one child said to me, a different child: 'Are we going to the Olympics this year?' And I thought 'Ohhh, no you're not', but it was actually super he said it! You know, he clearly remembered it as a positive experience.

SSCo, Fir Vale

Staff were asked to consider the potential longer-term benefits of involvement of participation in school sport. Although there was an overwhelming acknowledgment that long-term participation was crucial, two of the SSCos referred to the involvement of family and wider social networks and alluded to the fact that school sport was just one factor which could not work in isolation from other influential factors.

Personally, I think it's important for kids to be involved in sport from a very early age.... just taking part in family activities together. It doesn't have to be anything organised even, just going to the park together or going for a walk or whatever, and then hopefully as the kids get older they need to be directed into some sort of activity so it's organised, so they've have a productive use of their time. Maybe, through that, then they will be less inclined to either be walking down the streets at night, causing bother on street corners, drinking or whatever. I think a lot of that comes also from the family, the family's willingness to, or ability to be able to create opportunities like that for their children. It costs money for a start, getting them there and getting them back.

SSCo, Wisewood

I think initiatives get put into education because there's a social problem, so the teachers will need to teach this, this and this because of whatever it was I saw on the news. Our kids lack traditional values. Children don't know what those traditional values are and teachers need to be teaching it apparently, but I just think whatever seems to be happening out there in society seems to then get pulled back into the schools and it's the teachers that are expected to make this big difference, but it's not just up to us. We have to think about the family, peers and the media influence. Teachers can only do so much.

SSCo, Parkwood

Certainly if we look at our kids, if we provide them activities and they get interested in an activity and it's something that they can carry on with and get involved in while they're at school as a hobby or committed weekly venture, they either join a club or go out and do activity, then when they've left school, if they can carry on with those activities, I think that's basically where we are at. If they are active, they are less likely to have other problems and we come back to the same issue. I think we are here, really, to try and work against a sedentary lifestyle and get out there and get kids active.

I would hope if there was enough going on in school and a variety of activities, that five years would be enough. It's certainly shaped my life. I think secondary school shaped what I was doing and what I'm doing now. As far as the Arches is concerned, three years from the beginning of our School Sports Partnership I don't think will have had enough impact, but I think generally five years is enough to have a big enough impact if there are the right programmes in there.

SSCo, Firth Park

The SSCos identified a positive correlation between social exclusion and the potential which sport has to engage pupils and provide alternative pathways in life, which was articulated through their descriptions of targeted programmes. However, staff did not feel that pupils necessarily comprehended the links, such as health benefits, and they provided examples to support this.

6.4.5 Conclusion

The co-ordinators' accounts of the role and priorities of the Arches relate clearly to addressing participation rates and reaching the targets set nationally for the number of hours of quality PE and sport for each child, weekly. Despite the clarity of SSSCo in their comprehension of these targets, an overall knowledge of national policy initiatives was sketchy.

It was clear that there are differences between schools in terms of targeted provision. Some of this is due to the specific demography of the school intake, while other differences were due to school priorities and pro-active staff. PESSCL data, as identified through this research and one of the SSCos, did not illustrate the extent to which targeted programmes operate to challenge issues, such as low self-esteem and behavioural problems, however, inadvertently these attracted large percentages of ethnic minorities, which traditionally were more susceptible to high internal and external exclusion rates. Some of the targeting relied on specific selection criteria which equated to low numbers of pupils. Whilst the effect across school was significant, with fewer 'on calls', less time spent in learning support, and higher attendance figures etc., but from a purely numerical level, these targeted initiatives had a relatively small impact on the overall levels of participation across the school.

Relating exclusion (from the school environment and society as a whole) and participation in sport was paramount for this type of targeting, and SSCos felt strongly that there was an intrinsic connection between the two, though not always identified by the children. Two of the four SSSCo believed that for schools with less-diverse populations that mass participation is all-embracing and, therefore, the way forward. Ultimately, it appeared that those who do the most in terms of targeting specific ethnic or cultural groups, were also those who are looking outwardly for more diverse methods to engage pupils, and in turn were more likely to achieve nationally driven targets.

In spite of this, in relation to ethnicity the SSSCo believed that ethnic minority young people had an increased propensity to be excluded from society. They identified issues such as poor behaviour, disaffection with school and obesity, which they felt affected young people regardless of ethnicity. The range of issues identified were not as diverse as the range of issues identified by the senior sports practitioners. The SSSCo perceived the positive benefits of participating in sport, which they felt were influenced by their own sporting backgrounds and the SSSCo uniformly believed that sport can tackle exclusion issues through higher levels of participation in the school environment, thereby reducing disaffection, improving behaviour and encouraging better health.

6.5 Service Area Delivery Practitioners

As previously determined, according to Jarman (2001), social exclusion is a multi-faceted notion which may span many areas of people's daily lives, such as health, housing and education. The methodological approach to the research indicated the need to elicit the perceptions of those working in key community areas, in order to provide a holistic overview of the understanding of the policy context, the meaning of exclusion and using sport to tackle exclusion issues. Consequently, practitioners who worked in the areas commonly associated with exclusion were interviewed.

6.5.1 The Interviewees

Four service delivery practitioners were interviewed who had involvement in policy areas related to exclusion, and experience of working with ethnic minority groups. The four were a Careers Officer (education and employment), Midwife (health) and Police Officer Community (crime) and Community Sport Coach (sport).

Of all the practitioners interviewed, the Careers Officer had the least personal involvement in sport, and appeared to have the least amount of involvement with young people of any ethnicity outside her professional role. The Community Coach was identified by students at Parkwood School as being a role model and an inspiration in relation to his involvement in athletics. He built up a close personal and professional relationship with the athletes, their families and the Somali neighbourhood, which was aided by residing in the predominantly Somali community for a length of time. As a former national-level track athlete, both his professional and personal life was ensconced in athletics. The Community Midwife worked in two contrasting regions of the city; one predominantly white, with high socio-economic status professionals, and the other in the centre of the city, with a high proportion of ethnic minorities. The midwife is educated to degree level, was currently physically active, though not at representative level. She used sport in her job and was very positive about its potential health benefits. This profile matches the housing officer, also educated to degree level, of white British origin. She was heavily involved in sport at school and throughout adulthood. The Community Police Officer had been in post for

over 25 years, with responsibility for two comprehensive schools in the north of the city. On a day-to-day basis the officer worked shifts which split the day between being located in schools and patrolling the local area, which limited his involvement in taking part in sport, but did not detract from his passion for supporting Barnsley FC.

A common factor amongst the practitioners was their educational background and ethnicity. Each post holder, with the exception of the Careers Officer, had involvement in sport as a young person, as an adult, or both. By their own admission, their involvement in sport influenced their perceptions of sport's potential usefulness. At the time of the interview their lives were also free from issues attributed to social exclusion, including poor health, low educational qualifications, living in poor neighbourhoods or unemployment. The practitioners all worked with levels of responsibilities comparable to the SSCo, at an implementation level, and were instrumental in the delivery of their individual service areas. The geographical remit of the staff varied from city-wide to specific geographic wards. However, all had some responsibility within the catchment area for the pupils who attended schools in the Arches partnership.

6.5.2 Practitioners: Understandings of Policy Context

Clarity was demonstrated throughout the interviews in relation to understandings of policy and which documentation guided staff. This was regarded as instrumental to the day-to-day delivery of the service they provided, much more so than for the SSCo. The inclusion agenda was regarded as intrinsically linked to the work which the Housing Officer contextualised amongst a plethora of government agendas and agencies. Throughout the interview it became clear that the post holder was exceptionally knowledgeable about the wider picture in relation to the myriad of government policies, including Sustainable Communities and Cleaner, Safer, Greener Cities. The Community Cohesion strategy was regarded as the principal overriding strategy for her work, with local initiatives sharing similar aims and objectives, but modified to meet specific local needs.

In terms of what we are doing at the moment, it is predominantly led by the Respect Standard; and that's where the funding has come from and we've applied for extra community funding to roll out the work in the secondary schools, which is part of a local Council initiative, Trail Blazers.

Assistant Manager, Community Engagement Housing Team

Each individual expressed their own priorities. The Housing Officer had the opportunity to prioritise what activities took place within each working area. The notion of 'making a difference' was echoed throughout the Officer's personal priorities. Cross-party working highlighted the wealth and depth of work being completed across different agencies, more so than in any of the interviews conducted with the SSCo and senior practitioners.

The Police Officer explained which government strategies and policy documentation within which he currently worked. A range of strategies were discussed and through this it was

apparent that the police provide a central pivotal link between key services, such as housing and health, in an advocacy and responsive role.

Anti-social behaviour was a definite directive from the government, that the police were to start using and invoking anti-social behaviour orders. And this has been happening now for probably the best part of 5 years plus, whereby we've been instructed by up on high to use anti-social behaviour orders as a tool to curbing and controlling the most unruly of young people.

But, since its inception or conception... it's used far and wide so older people can now be slapped with an anti-social behaviour order. It depends upon the behaviour and what kind of complaints you have been getting.

Another part of the policing strategy, which is government driven... is to have Safer Neighbourhood Areas and within those areas, we have Safer Neighbourhood Teams of police officers, the new, on-the-ground Community Support Officers who aren't police officers but they work for the police. And we have the neighbourhood wardens who work for the Council and we have the Housing Department and all other departments from within the Councils that now team up with the police. We also have Health and Social workers and so on, that work on the Safer Neighbourhood Team.

Community Police Officer

The officer maintained that he had very clear priorities which he attempted to keep, which was to 'make a difference' and to try to keep young people out of trouble.

If I ignore the policing priorities just for the moment, from an individual point of view, from my own personal point of view, I don't want young people to get into trouble at all and if I can do anything that avoids them getting into trouble, then I will do. But, at the end of the day, there has to be a line drawn. There has to be a certain way in which young people have to be taught, or they have to learn that there is an acceptable boundary.... A priority would be to keep young people out of trouble as much as possible but where there is no other option, and if all other options have failed and they get into trouble with the police, then so be it. That's the way we have to be.

Community Police Officer

The combination of locally- and nationally-driven government policy was felt to be the driving force behind the work being completed at the community level. Much of this work was driven by the Respect Standard, a strategy which 'outlines the core components seen as essential to delivering an effective response to anti-social behaviour and building stronger communities, including accountability, leadership, greater resident empowerment through supporting community efforts to tackle anti-social behaviour' (The Respect Standard for Housing Management, 2006). This was coupled with 'Good Trader and Good Neighbour' agreements with certain shopping areas, identified as hot-spots for either perceived fear of crime or actual incidents of crime, and they were regarded as fundamental policy documentation.

The Midwife believed that the policy perspective at government level was produced to strive for an increase in patient choice, which the midwife felt was problematic for many women and their families. For example, she felt the focus of the Government's new white paper 'Maternity

Matters' was to give women a choice, which was appropriate for those given information and choices in the first place. A range of agencies and organisations were identified, which the midwife worked with, and referred women to, including Paternal Mental Health, Maternal Mental Health, and also Connexions for Teenagers. Additionally, she was aware of agencies to which drug users and alcoholics were referred.

With his ADO remit, the coach was exceptionally knowledgeable about the current national sporting agenda, its structure and the funding of the World Class Performance Programme. He was asked about the government spending policy and why he thought so much money was being invested in sport.

PR! Obviously the London Olympic bid has focused things for us as a nation and also there's the Healthy Schools aspect to it. I've not been in the system long enough to know if this is a circular thing that happens every so often, but it's probably a combination of that, and the anti-obesity stuff. I suppose I have been around education long enough to know that generally the New Labour thing has been a wider focus on the extended school structure, if that's the best way to put it, and I think sport fits into that quite nicely.

Athletics Co-ordinator & Community Coach

The extent to which policy documentation and partnership working affects the day-to-day service delivery of the practitioners was apparent during the interviews. For the Careers Officers, a range of agencies involved in 'Aim Higher' activities, plus local educational institutes and employers were identified. All the organisations and agencies had a similar remit, and therefore there were no conflicts. Connexions was identified as one of the main external agencies with a remit of working with particular pupils across the city, providing resources and contacts, and joint collaborative projects throughout the year. Operating as a 'bought in support service', they dealt with vulnerable pupils at risk of becoming 'NEET' (not in education, employment or training), of which the proportion of ethnic minorities ending up in that category was deemed as very low, at 1 – 2%.

Inevitably, with a multi-agency approach to addressing or solving social issues, for some practitioners the problematic nature of conflicting agendas was mooted. Conflict resolution was deemed to be the solution to achieving a common goal.

Diplomacy! That's the key. There are some conflicts, in terms of agendas, and I think there always will be, because most people are singing from a different set of objectives and guidelines. There are inherent difficulties in Partnership working. In terms of specifically looking at anti-social behaviour, I think it works very well and our wardens link into that very well, as well. With other partner organisations there are often staffing issues or difficulties accessing resources to make the partnership work effectively. Health is a key one.

Assistant Manager, Community Engagement Housing Team

A conflict which was raised throughout the interview with the coach was allied to resources to develop athletics and resources which were being ploughed into school sports and the SSP's.

I see all the money in the School Sports Networks and I think that's great, but I don't think this facility has made use of it in the way it could. I think maybe that now the focus on hubs and satellite centres, and doing things in schools and in communities, and that's great and I think sports hall athletics is fantastic but, you know, this is quite an impressive facility... but it's never used.

Athletics Co-ordinator & Community Coach

The interviews clearly demonstrated a high level of understanding of where each service area was aligned to the wider government and political agenda. Knowledge of government and local policy documentation was evident, as was an understanding of the multi-agency approach adopted in many areas. There was additional evidence of conflicts, due to multi-agency involvement, funding and priorities.

6.5.3 Practitioners: Understandings of Exclusion

Evidence of the social exclusion/inclusion agenda being deemed a priority was evident in all practitioners' accounts of their work, except for the sports coach, who addressed exclusion issues through his work but did not necessarily deem it his priority. The working practices indicated a focus to try to eliminate the issues affecting exclusion in order to make the lives of their customers better, or address anti-social behaviour patterns, thereby promoting community cohesion. Due to the nature of their work, the practitioners were confident in their understanding of exclusion, which they felt able to articulate. The interviews enabled the practitioners to talk about which and how individuals may be excluded in relation to the service area where they worked. The key areas related to exclusion were identified as disaffection with mainstream education, poor housing, involvement in anti-social behaviour and lack of parental involvement.

The housing officer articulated a range of issues in relation to social exclusion, which she dealt with as part of her post.

"Racism, harassment, bullying for the tenants, mental health issues, really, in terms of people not being able to cope or understand, which then creates barriers, youth nuisance, drugs and alcohol".

Assistant Manager, Community Engagement Housing Team

Practitioners' understandings of how these areas manifested themselves, and who they principally affected were recorded. Specific issues, which relate directly to young people, were identified through graphic illustrations.

I think overcrowding is one I've come across recently that affects young people. At a recent Forum event, there were a number of cases where you are looking at 12 individuals in a 3 bedroom property, which is obviously pretty horrific. There are levels of acute overcrowding in certain properties and that is predominantly led by the fact that we don't have properties of the right size to be able to give to individuals.

Some of it, again, is about not knowing how to access services or how to actually say 'hey look, we are overcrowded we need to be on the priority list for moving'. So, that is quite a significant issue that would affect young people.

Sometimes fear of crime, or the perceived fear of crime, can lead to young people being kept inside and not [being] allowed out.

Assistant Manager, Community Engagement Housing Team

The impression provided by the Housing Officer inferred that, as well as the Housing team providing advocacy sessions for young people, the responses from the young people steered future projects. Groups like the 'Impact Theatre Group', which provided performances to engage young people, were employed throughout the year. The effectiveness was gauged through an ongoing evaluation process, focussing on how well young people could associate or empathise with the characters of the performance, with which pupils of all ethnicities appear to identify, even though the principal characters in the theatre production, 'Pete and Jemma' depict 'white youth'.

The Housing Officer was asked the purpose of this work, and whether it was to raise awareness or to tackle the problems.

Both, really. It's to increase awareness in young people and how their behaviour can affect other people, and the other side is to point out that adults aren't always right, as well.

The way that the production kind of grows, really, is the kids will start raising issues about how they think their behaviour should be, and what would make things better. So, it tackles their perceptions of alcohol, the perceptions of is it all right to hang around on the streets or should they be doing it somewhere else, do they think there are enough activities for young people to do? So, it stimulates discussion in that way. 'Is there enough to do?' and everybody says 'no, there isn't', and then when you ask what's available, it starts to dig a little bit deeper, whether there's barriers to do it, whether they don't want to do it.

Assistant Manager, Community Engagement Housing Team

Although young people were regarded as a group who may be excluded due to specific reasons as a result of their age, generally there was a lack of specific identifiable patterns of behaviour associated with particular ages of young people.

No, because if you think about the number of young people that are, for instance, of school age say at Year 11, throughout the whole of Sheffield there will be hundreds and hundreds of kids in Year 11 age group. If all those kids turned out on a Friday night in large gangs and went boozing, there would be anarchy. The fact is, they don't. We get groups of 10, 15, 20, sometimes 30 dotted around the city here, there and everywhere. Realistically, there are probably only about 200-300 across the city that will be gathering or causing a problem or becoming a nuisance.

So, in effect, and they keep us busy enough.... in reality, it's just small numbers by comparison. Although, a group of 30 outside your front door causing a problem is a big number which we do deal with appropriately.

Community Police Officer

For the practitioners, their perception of the correlation between educational inclusion and improved employment opportunities was generally positive. This was regarded as a key element of exclusion. Although each school in the partnership had staff who dealt with careers, post-16 transitions and Connexions staff who were present throughout the year, the Careers Advisor felt that staff in school had a mixture of perceptions about the work completed with pupils and parents.

I think maybe some more advertisement might be a good idea. I try, where possible, to put something in the school magazine which I've done recently. But I think some staff might just think 'Oh yeah, they are just taking the kids out again. It's disruptive'.

That's the main problem we have, trying to get the kids out without them missing their lessons, but I think if they look at the statistics at the end of it, the end results are always really good. Their progression on to Level 3 and to Uni' is really good. And, I try to do displays when I get enough of a chance to be able to do it and I do as many displays as I can. We've got something about our graduation ceremony for our ex-students, I want to try and get things up as much as I can so teachers know what I am doing, and students as well so they can see where it might lead them.

Careers Officer

Working with careers staff was regarded as an ideal opportunity for parents to be involved in their child's education in a positive way. For some of these pupils, parental contact with school tended to be in response to poor academic achievement, behaviour or attitude, however with Connexions and Careers it tended to be perceived as productive and positive.

They [parents] have always been really supportive [and] I've had a lot of good comments about the work. And, parents ring up (the ones that have left in previous years), and have phoned up just to chat about things.... I think it's always been real complimentary. I think it's just because it's a contact in school. They build a relationship from your name so, they are confident talking to you.

Careers Officer

The Housing Officer indicated a tranche of work undertaken with school-aged children, which was described as 'pro-active educational programmes designed to challenge behaviour patterns and challenge perceptions'.

In secondary schools, the recent production has been looking at under age drinking and the perceptions of older people and the younger people, and vice-versa, so it's set around things going wrong. But, it's the adults that potentially may get it wrong and it's getting the audience to try and analyse that and put the play right to sort of dig beneath the surface. You know, is it really always young people to blame for behaviour or is some of it led by adults as well?

Assistant Manager, Community Engagement Housing Team

An issue which elicited a wealth of responses in terms of in-depth responses was questions related to crime and anti-social behaviour. Practitioners provided examples of what they deemed to be anti-social behaviour, such as under age drinking, vandalism, graffiti and

nuisance behaviour. The Careers Officer linked the repercussions of dropping out of school with an increase in the opportunity to be excluded from society, as well as a higher likelihood of involvement in anti-social behaviour, though she did not elaborate what that would entail.

It can just lead them down to all sorts of things with nothing else to do. They can get into trouble; it's not good for the workforce generally for our future and getting our pensions. But, I always encourage everybody to do as well as they can first time around and go into a job with training because then you are going to be sorted for the rest of your life, you're not going to be at risk. Plus, you've got something to do. If you've got nothing to do, you can easily get bored and go out and cause trouble.

Careers Officer

The Police Officer provided an ephemeral historical perspective of the term and meaning of anti-social behaviour. This was followed with examples of anti-social behaviour, differing perceptions and police responses.

I have to be historical to begin with; because there was never anti-social behaviour in our book, the police never described it as that. This is something that's appeared since somebody high above decided that's what it was. It was always 'youth nuisance' to us, and kids causing a nuisance.

So, when we get a call about anti-social behaviour or kids causing annoyance, or these kids are doing this, that or the other, we have to make sure that we go and look at it first and deal with it appropriately. Just because Mrs. Smith thinks it's a problem, it might be a problem to her and in which case, we will deal with it specifically around her issue, but, if Mrs. Jones is the one who called in or I rang Mrs. Jones and she said 'this is not a problem to me, they are only hanging around', we take it at face value of what people tell us and then deal with it appropriately. We don't always arrive with the big stick, as it were, and shift people on just for the sake of it, well.... We have to take into consideration the views and opinions of the people that actually contact us with their complaints and concerns.

Community Police Officer

He then went on to provide examples of what else would constitute youth nuisance or anti-social behaviour. Here he noted the involvement with alcohol and his perceptions of the scale of the problems linked to underage drinking, which he placed firmly within anti-social behaviour patterns.

Ok, anti-social behaviour can fall in a million different ways. Currently we have lots and lots of complaints and lots and lots of nuisance problems with motorbikes, mini-motors and kids going on motorbikes and screaming around on fields and spare land up and down the roads and so on. We get a lot of complaints about those; we confiscate a lot of motorbikes from people. They can get them back if they pay to get them back, but it does cause a lot of anti-social behaviour, it does cause a lot of nuisance to people who live nearby or who don't want to be affected by the nuisance and noise.

Kids hanging about on the street corners; that's a lot of the problems that I face in particular, especially on the weekend with young people, is alcohol and boozing and young people and kids going out in groups of 20 or 30, not old enough to legally drink. So, they get hold of it somehow and they will end up behind some shop somewhere or out on some field, somewhere, or where they think it is safe to

go, out of the way. And, that causes and generates problems in itself, so we do confiscate quite a bit of alcohol from young people, with anti-social behaviour in mind.

Community Police Officer

As anticipated, the Community Police Officer had the most to contribute in the discussions concerning young people's involvement in anti-social behaviour. Here the officer explains the work conducted with young people and typical issues which he deals with outside the parameters of local secondary schools.

I think the one thing I would say about the main focus of our work with young people is their patterns, although minor sometimes or however insignificant we think they are, they can always lead to other things. So, in school, for instance, if there was a lack of discipline in school, the kids would be wayward and out of control. Not all of them, some of them would be. And, it's the same out on the streets. If there wasn't the authority of the police around, or basic principles in life, you know, from parents and so on, then kids would do what they wanted.

I think it's just the behaviour patterns, and when they get together in groups, sometimes behaviour just deteriorates. They just get silly, you know, it's not necessarily criminal all of the time, but it can be a nuisance. In the new term and phraseology from high above in the empire, it's all anti-social behaviour; that's what we are all talking about now.

Community Police Officer

The Housing Officer clearly had a thorough knowledge and understanding of what constitutes anti-social behaviour as she acknowledged that over the last three years shifts and trends in anti-social behaviour have increased, because awareness of what constitutes anti-social behaviour has increased. Therefore, the likelihood of more incidents being reported had increased proportionately.

I mean, anti-social behaviour, the definition itself, is very unclear because I think it runs along the lines of anything that affects anybody in a detrimental way, in a nutshell. I've got a proper definition somewhere but a lot of it is perception. Certainly, it's becoming more high-profile in the work we do, but that could well be because of the agendas changing slightly. It's difficult. I wouldn't say it has got any worse and I wouldn't say it's got any better, but what I would say is awareness is increasing and therefore, it's becoming more high-profile.

Assistant Manager, Community Engagement Housing Team

In light of the geographic profile of the city, as discussed in Chapter 5, there tended to be specific areas of the city with higher levels of ethnic minorities, and consequently the work of the housing teams varied depending on the location. According to the Housing Officer, housing stock in the south of the city had predominantly 'lower BME rates' according to the manager, whereas Birley, Darnall, Tinsley and the city centre were higher. However, throughout the city the extent and nature of work with young people was noted as an area which was becoming more prevalent, due to increases in actual and perceived incidences of anti-social behaviour. Although some of the issues, such as crime and vandalism of property, were applicable to all families, other examples were cited which were specific to ethnic minority families.

We've had some successful BME forum events recently, the last one had over 100 customers in attendance, and the one prior to that had 80 plus. The theme actually of one of the recent forums was 'Race and Harassment', where we looked, at and talked to, all individuals about what they perceived racism harassment to be and also, we were there to record any potential problems people had and didn't know how to report.

I think there is a lot more racism rife than is often thought. I spoke to a number of individuals from the Upperthorpe and Netherthorpe area who, thankfully, cited improvements based on help from our Anti-Social Behaviour Team, but it was still having a severe impact on how they use space. And, in their daily activities it was significantly affecting their lives that there were direct racist attacks when out and about in the local area.... But, I do think racial harassment is quite rife and it is certainly under-reported.

Assistant Manager, Community Engagement Housing Team

An issue identified by the Midwife, previously unmentioned by any practitioners, SSCO or PDM was that of barriers caused by language barriers, which she felt were synonymous with Asylum Seekers. This group was identified in the initial Sheffield population statistics as being an increasing proportion of the population in Sheffield, and were characterised as being prevalent at two of the schools involved in this research. The Midwife and Housing Officer both commented on specific exclusion issues encountered by asylum seekers, both utilising a system called SCAIS (Sheffield Community Access and Interpreting Service), an interpreting service used over the phone and in people's houses. The asylum seekers residing in central Sheffield came from around the world, including from the Middle East and also a large contingent from China. The support network for all foreign nationals, regardless of their status, for whom English was their second or third language, was deemed as good, with language support services available around the clock to help with all elements of interpreting.

With the asylum seekers, they have no money; they have really terribly poor housing. They don't have any choice with the housing, they just get given. Quite often they are sharing with many other individuals.

Having said that though, there is a really good network in Sheffield to help asylum seekers and a lot of asylum seekers come to Sheffield because it is known for being a generous city. So, although their housing isn't great, if a woman is pregnant, she will get things like a pram, a Moses basket, a cot and maybe some nappies some baby clothes, so it's not too bad.

Community Midwife

The Midwife had a broad understanding of factors related to exclusion. She believed that for those who were likely to be, or were currently deemed to be excluded from society for a variety of reasons, intervention strategies and agencies like Sure Start were designed to improve the lives and health of children and young families in deprived areas.

A lot of them are asylum seekers, [and] a lot of them are even failed asylum seekers so, they can't get jobs, they don't have any money. They are given food vouchers. So I guess money is the main one, really. But, also, it's almost like a little community down there as well and it may be that they don't actually want to

move out of the area so much because they've got the support of their own community.

There is a really good 'Sure Start Centre' in Highfield and I do direct all my women whom I think are isolated or vulnerable and introduce them to the Sure Start, and some of them have been there. I had one of them, a Muslim woman, whose husband is actually in prison. She ran away from her own family to marry him, lives with his parents and brother and sister; a whole load of them in this one house, and although her husband was in prison, he didn't want her to leave the house on her own. So, she was extremely isolated. And, you do find that a lot of husbands don't want them to go out on their own. They are 'bringing disgrace on the family' if they go out and it's got a lot to do with females and keeping them covered, and hidden. She was actually descending into quite a major depression. I think he was getting a bit more radical in prison and had decided that no, she wasn't going to leave the house on her own. And, she was beginning to not get on with her in-laws, had a new baby, quite young, and it was just a horrible situation to be in.

So, Sure Start, something like that for her is a no-go because she said 'well, I would but I can't, I can't leave the house, I'm not allowed to.'

Community Midwife

Of the barriers restricting inclusion in society, cost was identified along with accessing sports facilities. A specific barrier identified, which affected some ethnic minority communities, was the language barrier, with similar resources and services accessed by the housing officer and the midwife. It was also acknowledged that although the translations services were available, they did not tackle the main issue of poor literacy and therefore the lack of available choice, which caused a cycle of deprivation or exclusion.

We are very lucky in that we have access to getting materials translated into the 10 community languages or stages, but it doesn't help with literacy! We've also got access to interpreters, which is very useful and 'Language Line', plus free access to be able to translate information at very short notice, which is useful. But, it's about increasing awareness really.

Assistant Manager, Community Engagement Housing Team

Across the city the age profile of women from Muslim communities tended to be much younger than white women, which was linked to there being pressure from the immediate family to have children at an early age. This pressure applied to the majority of the Muslim community she had worked with over the years, with Pakistani women who had recently moved to the UK, in addition to Muslim girls who had grown up and been educated in Sheffield schools.

In Muslim communities, anything from sort of 18 up to 40, really, but rarely beyond 35. Occasionally over 35, but it's usually between 18 and 30. I think it's a cultural and religious pressure. A lot of these marriages were arranged and as soon as they are married, they are expected to have children.

Community Midwife

The midwife had very limited contact with young people in schools, but did feel able to comment about employment patterns in midwifery amongst certain ethnic groups, which was high, but Asians were under-represented at a local level. The midwife felt that the lack of representation

had an effect on the Asian community and though she was not aware of any specific recruitment policies, felt a more diverse representation would be beneficial. She commented that there were no Asians, but plenty of '*black Afro-Caribbean midwives*'. It was perceived that due to the caste system, Indian, Asian and Pakistani women traditionally and historically considered midwives to '*deal with all that dirty stuff*', therefore did not consider it an appropriate occupation, and hence 'they will all become doctors'.

Ethnic minorities were regarded as a group who were susceptible to exclusion from wider society as well as at school. For the practitioners, they believed that there are key reasons why ethnicity is a contributing factor. All the practitioners had a degree of contact with ethnic minorities as part of their job. For the coach, it tended to form the vast majority of his work, whilst for the Careers Officer the contact was relatively limited. Staff felt able and comfortable speaking about particular groups and specific issues which they encountered. For example, the Careers Officer worked with groups of pupils selected by a strict criteria set across the city, based primarily on a combination of socio-economic income, post code and ethnicity. The proportion of ethnic minority pupils within the whole cohort who fulfilled the criteria was higher than the average proportion of ethnic minority pupils for the school, and therefore received career guidance as part of the Aim Higher cohort. Annually, many were selected because their parents had not attended University, but were considered academically suitable candidates themselves.

For those pupils, the intervention strategies started early on in their school career, with pupils introduced to the wider opportunities in society and with parental involvement seen as a key component to the work. The careers co-ordinator regarded the post as being highly successful, with 90% of ethnic minority pupils leaving school and progressing to level 3 qualifications and beyond. However, despite the apparent success of the scheme, the support structure and funding was due to finish with alternative priorities being identified nationally. The finance is a part of the Excellence in Cities Initiatives, which, according to the post holder, was changing the priority cohort for the Aim Higher Programme to white working-class boys who were deemed susceptible to dropping out of society due to poor educational attainments, a lack of basic core skills and low or non-existent career aspirations. This mirrors some of the views expressed by the Sports Policy Advisor who similarly identified class and socio-economic profiling as a criteria being used nationally to determine levels of support, advice and resources.

At the other end of the academic spectrum, it was not possible for the careers co-ordinator to identify what proportion of ethnic minority pupils were classified as NEET, or who dropped out of college courses or apprenticeships after leaving school, though the perception was that the proportion was not as high as the figure for white working-class boys.

To be honest, I'm not sure how many black kids drop out. I'd have to look in to it, but it wouldn't be many. I know a lot from last year are at college. I think they have

lot of parental push to do as well as they can. Certain ones I am thinking about, they all applied to college, actually, and they are all attending college. So, it tends to be your white, working-class boy type of thing. I think that's why it's a new initiative because it does tend to be those ones that are at risk of just dropping out, [and] they'll just stay at home.

Careers Officer

The midwife worked in two contrasting areas of the city, with the relatively affluent outer wards to the west and the area close to the city centre which contains a large proportion of Asian families and immigrants and asylum seekers. With differences between the two areas and the two communities being quite stark, the exclusion felt by ethnic minorities was articulated through the interviews.

A lot of the Asians, the Asian families, the differences there well, a lot of it has to do with their religion. Women are obviously treated very differently in Muslim families than they are in the Western society. And, we find that women who have come over, usually from Pakistan, who've got married and come over don't learn English. They are not encouraged by their families to learn English and they live with their in-laws, they live with their husband's family, and these women are very isolated.

Community Midwife

It was observed that the choices made by women of different ethnicities varied, with more affluent women making choices which fitted in to what the government was trying to promote, such as increased home births and breast feeding. Muslim women, however, whilst they do make choices, they tend to opt for more traditional hospital births and bottle feeding which was perceived by Pakistani women as the 'Western affluent thing to do'. The differences in socio-economic status and ethnicity show similarities with comments by the SS Co.

A deeper understanding of ethnicities was exhibited by the midwife, though a pro-active remit of general health education coupled with safe sex awareness in schools, which was not technically part of her role, due to the two areas where she worked being areas with low incidences of teenage pregnancies. However, across the city as a whole it was perceived that predominantly white working-class council estates tended to generate high levels of teenage pregnancies in comparison to all pregnancies. However, of the ethnic minority groups, mixed-race (African-Caribbean) teenagers were more likely to have teenage pregnancies than any other group. Asian women were identified as having different concerns, such as issues of receptiveness differing depending on ethnicity and family involvement.

If you have an Asian woman who has her husband or family in the room, then not very receptive at all. If you've gained her trust throughout her pregnancy and you've got her on her own or maybe with her sister-in-law or somebody she can trust then yes, you can talk about it [contraception] quite openly.

Community Midwife

Additionally, Muslims and Asians were deemed to cause concern due to lack of adult and or peer involvement, which was seen as fundamental to fostering effective working

relationships with young people. For example, the midwife suggested that beneficial intervention strategies with peers and close families were more likely to be influential than professional support or government pressure. Family involvement was seen as a significant factor, particularly with Muslim and Asian families.

You see a lot of women that don't have any decision-making opportunities at all, all the decisions are made for her by her mother-in-law and her husband. It makes it very difficult when her husband comes to all her appointments and does the interpreting for her. Sometimes, because you don't speak their language, you have no idea what he is saying to her.

It's like any group of people, you get those individuals who are strong, you know, strong-minded and much more independent. But, the vast majority, especially the ones who have come over and don't really speak very much English, they are at a great disadvantage and do rely on their family to make almost all their decisions for them.

Community Midwife

The midwife was asked whether she was aware of any difference between ethnic minority communities, in terms of Pakistani or African-Caribbeans.

I don't work with many Afro-Caribbean families. I would say that in the Afro-Caribbean families, there is often an absence of a male father figure. It's very matriarchal. And, there isn't this sense of females being second-class citizens, as they are with Muslim families.

Community Midwife

Although the sports coach perceived parental support as key, his personal approach to fostering those relationships had met with limited success. He considered that the parents of many of his athletes, due to a range of factors, still failed to be fully engaged with their children's training and competition. Consequently, he admitted to feeling *in loco parentis* for many of the young boys, spending a great deal of time on that parental role rather than as a sport specific coach. Throughout the duration of the interview he kept cutting off to answer calls, receive and respond to text messages, all from his élite group of Somali athletes.

I'm selective about who I offer that [support] to, and on some level you realise particularly in a sport like ours, again, I'm going to go stereotypes here, there are different demands. In a city, urban black youths will access athletics but they will be sprinters or jumpers and they'll be going on to a local club in Birmingham or London or whatever. But, when I take the boys to a cross country event, we are the only ethnic minorities at the cross country event and there might be several thousand people there.

What I want from the lads is for them to just show me their level of commitment within the realms of what they can do as the young person, be where I ask them to be so I can collect them, get the kit prepared and enjoy their day and I'll do the rest. It's not an issue. I don't mind it, but I draw the line at cleaning their spikes! They will get one go at dumping their spikes with me and the next race they come to they'll find the spikes are all in the condition they left them in.

That's for the cross-countries, but I think it's got to change. I don't know about in your sport, but in track athletics, the people that get there, the GB and England Junior levels, are the people who've got the family networks around them, who are prepared to run them to races on 30 weekends a year and support them through their training programmes and that's it. And then you'll get the odd Mark Lewis-Francis, who are exceptions to the rule; he's successful but not because of the system, really it's in spite of the system.

Athletics Co-ordinator & Community Coach

Rather than presume the ethnicity of the pupils he worked with, the coach was knowledgeable about the backgrounds of all the young people he encountered, their family backgrounds and whether their status was legal or illegal. Whilst the coach worked with pupils from all ethnic groups, he tended to concentrate his efforts within the Somali community due to his own background and the relationship, which he had developed over almost a decade. Although he could not comment on differences between Pakistani and African young people, he could explain in detail specific issues he encountered whilst working with the Somali community, which included a large proportion of his time parenting.

Well really, I have to do most of the parenting. I'm sort of the guardian, so I'm the one filling in the entry forms, paying the entries, transporting them to the events and making sure that they've got what they need to compete in the event. It's difficult [because] most of them come from large, extended families and small, cramped unsuitable accommodation. Most of the parents are in their late 60s, early 70s, so probably have health conditions of their own which means they can't get involved in sport and with their children. There are quite a few barriers there for them accessing the next levels of sport.

Athletics Co-ordinator & Community Coach

Asked if this was unique to the Somali Community, he believed that it probably was not.

Probably not, no. I think Yemeni communities are similar. I've done some of the community events in the Yemeni communities and I'm sure it's fairly similar. It's difficult, on one hand, you could say there are lots of barriers but on the other hand, the young person is more often than not the carer, so they are looking after older family members but, on the flip side of that, they're usually quite a motivated and determined person who will, if you give them an opportunity, take it, because they don't get a huge amount of opportunity offered to them so, I prefer to look at it in that light.

Athletics Co-ordinator & Community Coach

Discussions provided a wealth of information regarding ethnic minorities and involvement with anti-social behaviour. The Community Police Officer was unable to identify specific patterns of behaviour synonymous with particular groups of ethnic minority young people; they were just as likely as any other pupil to be involved in drunken behaviour in many areas of the city. He was asked if he could differentiate any specific issues affecting Pakistani or African Caribbean pupils.

Well, in theory and in reality, there shouldn't be but, sometimes I think people sometimes find it difficult to itemise a particular style of crime. For instance, you take crime from people to people, there is much more crime committed black on

black, in the serious nature stuff, or black on Asian and Asian on black, than there is involving any white people. But, if you look at white people, there is a lot of property crime committed by white people, such as burglary or theft of motor vehicles or breaking into garden sheds.

So, there are different set-ups, different angles of crime depending on ethnicity, and quite why, I don't know; quite why there is a lot more black on black crime in terms of the personal crime assault, 'woundings' and that kind of stuff, I don't know.

I do, from time to time, have dealings with black or Asian people. I don't think there is any difference with people, when you are dealing with them, in the response that you are going to get.

There might be on occasion but, then again, a white person can lose his temper, a black person can lose his temper, an Asian person can and likewise, for all the ethnicities, they can all be very pleasant, as well, and very co-operative. It just depends on the situation and the circumstances. To me, there ain't any difference. But, whether that's idealistic thoughts, I don't know, but to me, there isn't.

I don't work in an area that's heavily populated with ethnic minorities, but I can say that with the area I work in, I've got enough problems to keep me busy anyway, nothing to do with ethnicities!

Community Police Officer

The coach had first-hand experience of being involved with anti-social behaviour, directed at him and his athletes, which he felt was diffused because the potential perpetrators valued their own kind and saw that the athletes were people to be proud of.

With the Somali boys there is so much more of a prevalence of anti-social behaviour, but it's different. The Somalian anti-social behaviour appears to be different from other parts of the African kids, especially Afro-Caribbean kids, which, again, is different than anti-social behaviour of a lot of the white kids, but it's also probably due to where you get sort of concentrations of those kids living, and the sorts of things that happen in those areas.

The last few weeks we've just been going around the Bowl [Don Valley Bowl area] exploring routes, running routes around here, just because there was the Great Yorkshire Run, and that's the Pakistani gang's territory, all that. Now, previously when we've been going out there, there's been a certain amount of verbal, but you just kind of get over it. They don't move out of your way, you know, there's a big group and you run around them. But, since I've been out with my Somali boys and two of my lads live up in Darnall, it's been very different! People have moved out of our way, there's been a bit of bantering and stopping and talking. So, you see a change in dynamic there. Nothing has been thrown! It was a great idea to build all those tram lines and put all those thousands of pounds worth of missiles in between all the tram tracks! That was a really good idea.

There was even an incident where a group of Pakistani lads decided to try and liberate someone's bicycle from them whilst they were on it, but then they recognised the lad who was on it, he was a black African lad, and they got told to leave him alone. I didn't have to get involved [and] I just stood and watched it all. There was a level of respect: 'Oh, it's so and so, he does this and we've seen him in the newspaper and we've seen them and we know who they are'. All he was doing was riding his bike around. I was showing him the route that he was going to be racing, and he was on his bike because he was timing it and I was with him. You could see it playing out even there. It would have been a classic anti-social behaviour set-up, particularly in this area. But there was a level of respect there for who he was, as an athlete.

Interviews with the practitioners showed a broad understanding of exclusion and traditional factors associated with exclusion with each practitioner particularly knowledgeable about their own service area. The Police Officer and Community Coach had the broadest knowledge. Overall, a variety of issues were identified, such as language barriers, overcrowding, and the role of parental involvement which was far more diverse than that mentioned by sports staff.

The transcripts indicate that the practitioners believe that ethnic minorities were more susceptible to exclusion for a variety of reasons. As the staff worked from school age to adulthood, the reasons cited do not just focus on educational differences, which contrasts with the SSSA and PDM. However, similar to sports staff of all levels of seniority, the practitioners perceived involvement with anti-social behaviour as a key issue affecting ethnic minority young people.

6.5.4 Practitioners: Understandings of the role of sport to tackle exclusion

Having identified what they believed was exclusion and its manifestations, practitioners were asked how the various dimensions of exclusion they had identified could be tackled. Sceptical response were given including reference to diversionary activities, which were regarded as the 'text book answer to solving problems' though not necessarily considered the most appropriate tool.

Activities which would help in providing safe places for youth to use can be effective. So, it might be something along the lines of a youth hut or shelter, it might be about trying to support youth work in areas. It's really about finding out what young people want and trying to provide it. Unless you get the young person to buy in, they are not going to use it anyway.

You hear all sorts of problems like 'we provided you with a youth club and then you burned it down', you know, it's often a trade off. But, I think it's about providing accessible activities that young people are interested in, rather than just providing a short-term activity which occupies a bit of time.

Assistant Manager, Community Engagement Housing Team

Intervention strategies, designed to tackle anti-social behaviour were identified by the Police Officer who felt that the police were involved in strategies designed to prevent the pupils from being involved in trouble in the first place. He indicated a move towards a pro-active service which theoretically developed strategies to reduce incidents, specifically through the Safe Neighbourhoods style of policing and cross agency working. Police involvement in sports was raised, and there were examples of a variety of initiatives with which the police were involved, which were regarded as short-term diversionary projects.

The police organise and operate 3 events per year across Sheffield called 'Blast Off', which is sport oriented, in the main. But, the next 'Blast Off' that we are doing, which I think is around the half-term in February, is going to be performing and arts

based, not sports based. The one that we do in the summer, in the summer period, you know, the month of August when the school period is short, and the one that we did during what we call the 'Operation Mischief' period, which leads up to and includes Bonfire Night period, 3 to 4 weeks leading up to there, we did 'Sports Blast Off'.

Some of the facilities were used in this school in evenings and weekends, where Activity Sheffield were heavily involved in organising and arranging various activities. And, I think the extended Schools Coordinator was involved in some of the planning of it, along with the police and various other schools and agencies. The summer one was very well attended [and] it was very, very successful in that sense...It wasn't just police, there were other people involved, other agencies and it was purely a diversionary event. If the activities lead on to other things, from the young persons' point of view, that's up to them but from our point of view, it's diversionary away from the summer boredom, away from the mischief antics leading up to Bonfire Night, that kind of thing.

Community Police Officer

The criteria for measuring the success of these events were essentially numerical, as there was a presumption that the more young people present, the greater the reduction in other nuisance incidents in the surrounding area.

In terms of the numbers, the number of kids that turned up. It wasn't about who came up top and who came in 3rd and who came in 25th, it was about the number that turned up and actually got involved.

Community Police Officer

Specific understandings of sport being used as a vehicle through which activities can help combat exclusion were explored with all the practitioners. For the Careers Officer, there was the belief that taster sessions for specific sports, and practical vocations based at local providers, encouraged attendance beyond compulsory school. There were also Public Service Taster sessions for pupils who wanted to pursue careers in occupations such as the police, fire and ambulance services. In addition to this, the officer identified work completed with the Army.

We do a residential; it's 4 days where they actually go out and sample Army life. There's a big sport element in there. It's a really good experience. Kids get started and do the obstacle course, they do night manoeuvres and they do observation things. It's good for kids who are at risk of not doing anything, as well, in giving them a kick up the backside. And, it's also good for those who are dead set, 'Oh, I'm going to join the Army' and then they actually realise what hard work it is as well! ... It makes them change their mind about what they want to do, or, it just cements their thoughts.

Careers Officer

The Army residential was regarded primarily as a recruitment drive, but also served a purpose in engaging pupils in a variety of physical activities and encouraging them to participate, to behave and to conform. Similarly, the Police Officer had no hesitation with his response to being asked whether he thought that if young people involved in more sport would be less likely to be involved in anti-social behaviour.

Well, my answer to that is yes. Okay, I know we use it as a diversionary tool to get them off the street but, if someone actually gets involved in sport, or performing arts or some interest that actually attracts their mind to it, they are less likely to do something wrong or become involved in something wrong. I mean, everybody does something wrong in their lives and you don't mean to, most of the time. But, these kids that go out onto the streets and cause and create problems, and sometimes mayhem and merry hell, if they are involved in sports or performing arts, or something that attracts their mind to be more than something other than being bored, and not knowing anything to do other than causing problems, then I think, yes.

If they are involved in sport, then for me personally, the simple answer is yes, it does prevent them, or it does persuade them not to do something that they shouldn't do! I think that the more they are involved in sport, the better, and not just from a healthy point of view but, to be involved in something positive, which sport is!

Community Police Officer

Each practitioner had a connection with sport to varying degrees, but in contrast to the SS Co who intrinsically linked sport, health and reductions in the rising levels of obesity, it was only the midwife who linked physical activity with the potential health benefits, albeit post-natally. When asked if there were any links with physical activity, general health or well-being in her work, she raised issues about differences related to ethnicity.

We encourage physical activity. It's something we talk about in pregnancy and [we] try and encourage women to get out. Even if they don't participate in some kind of regular sport or activity, we always try to encourage women to get out and at least do some walking.

The Government's policy of trying to overcome the inequalities in health aren't working. They don't appear to be, or they are not making huge inroads, I would say. There is still a huge gap between the lower socio-economic groups and ethnic minorities and the rest.

Community Midwife

The extracts above show how each practitioner had some understanding of how sport can be used either as part of diversionary activities or future career or educational opportunities, thereby potentially increasing inclusion in society. Of all the practitioners, the coach provided the most detail and the most diverse views. He commented on the extra resources designed to address issues such as obesity, however, he acknowledged that there is a disparity in terms of funding for individual sports compared to school sports, with the latter fairing considerably more favourably to date. Issues were raised concerning the duplication of funding and an overload of services for areas of high deprivation, which was an issue raised by other service providers.

Last summer when we were on that yard at Springfield, waiting for the flood lights to come on, there were 3 or 4 different groups all trying to deliver sports activities on the same afternoon in the same sports in the same community!

Athletics Co-ordinator & Community Coach

The coach provided personal insight into young people's links with anti-social behaviour, and linked involvement in structured activities to providing alternative opportunities in life, but also

commented on the limitations of what sport could achieve, the impact of extra sport provision and whether he believed having more to do in the local community had helped in terms of reducing crime and anti-social behaviour.

Yes, but I still think there is a danger zone. Part of the problem is, for instance, most of the families now, in that community, aspire to send their kids to Silverdale or High Storrs Schools because of the results from those schools. Now, those schools are dislocated from where their kids live so they don't tend to spend much time after school involved in activities.

Athletics Co-ordinator & Community Coach

Each practitioner was asked to speculate on the longer-term benefits of young people being actively involved in sport, particularly in relation to involvement or being deterred away from anti-social behaviour and being included in society. The Housing Officer valued the notion of using sport to address a myriad of social issues, but similarly felt it was another department's remit rather than that of the housing officers to provide activities.

I think ultimately delivering those facilities would fall under somebody else's remit, Sheffield City Council's remit, although we would probably help support in some way, either by funding or helping with consultation, because we've got the links into the community to do that, or by providing meeting rooms, possibly.

Because a lot of our remit is also to do youth work, it's not always recorded, what everybody does, but I do know that in certain areas of the city, a Tenants and Residents Association will also provide youth activities in their building. They will provide links to the internet; they will provide links with the Careers Service to help young people into work. So, there is a lot of that happening and yes, we would be supportive but, we wouldn't necessarily be delivering ourselves. But, we would do community festivals, one-off events for young people and things like that.

Assistant Manager, Community Engagement Housing Team

Scepticism aside, when asked specifically if she perceived a place for linking the social exclusion agenda with sport, the Housing Officer's response was positive.

Well, I think yes is the answer to that. We do, thinking back, we have worked with 'Street Sports' in the Council. When we work on estates or do festivals, we have increased attendance by providing sports and activities for young people or by providing play facilities for babies and things. And so, by linking in with sports activities we can be more effective to more people.

Assistant Manager, Community Engagement Housing Team

The Community Coach reflected on a broad range of longer-term benefits which he believed that his athletes experienced as a result of their involvement in sport. Educationally, he saw the benefits of academic and social development. For example, he cited opportunities, such as selection for higher-level competitions, by behaving in school and not being excluded or expelled.

I see that with quite a few of my youngsters, in that they go to a bigger school, won't get picked up in PE, or some aspect of their behaviour will mean that they

don't, and then there's a barrier there for them accessing the sport. Let's put it that way. i.e., they are never there when sports days are happening; they are not in school. To get to English Schools Athletics you've got to be in an English school, that's what I keep telling them! That's why it's called English Schools.

So, I think that's the bit where I can help. If they can see me as being part of the school system and they can see that as part of their learning, then for me that's a positive thing. For me, education isn't just about the academic intelligence, there's a lot more to it than that, and obviously I want to help them develop the other. And, they are mostly kinaesthetic learners and fortunately as I can still do some of the athletics so they can watch, and the stuff I can't do makes them laugh, so everyone's a winner!

Athletics Co-ordinator & Community Coach

The coach related longer-term involvement to competitive athletics in the first instance, citing issues with the structure of sport nationally. As an afterthought, he indicated the benefits to the individual in relation to keeping them out of trouble. He viewed long-term athlete development holistically, linking it to life-skill acquisition and as a way to keep the Somali boys in particular away from other more salubrious social activities, such as chewing khat¹.

First of all, I think it's a shame that we preach a lot of long-term athletic development in the Sports Science structures and universities here but we don't really practise it. So, for instance, someone like Mukhtar, if he was to be dropped by Sheffield Wednesday in 2 years time, if there wasn't someone else around to sort of pick up where he had been left, he'd just be another one of the hundreds every year that get dropped by football and then have nowhere left to turn.

There is a generation of Somali males, again, in my age bracket, which are now all up in Burngreave, chewing khat mostly. I've see a lot of them when I go around and they are all telling me 'look after Doolar, look after the boys', because they don't want them to end up like them. The lucky ones have got a shop up on Burngreave and the not so lucky ones are just up there but doing khat. They had nowhere to go when their sports career ended and pretty much all of them ended when they left school. Because they were lucky, they found a PE teacher who was interested in them, who supported them through that sport and then they left school at 16 and that was it. And, I must have had a dozen of those conversations in the last year.

So, I am determined, with my group of lads, I will pursue the long-term effort and development and if it happens to be football, that's great. I'm not bothered when he is on £10,000 a week, he'll remember me! You know, Mukhtar, the first week he got his wages at Sheffield Wednesday and he came to Woodburn Road and he took us all out for a curry. It was such a nice thing to do. He only earned £60 a week but he probably blew most of it feeding us all!

He's helped give kit out to some other people because I helped kit him out and it's just a kind of process of modelling certain behaviour for youngsters, and if they can then take that on in the rest of their lives, then that's great. And, I'm sure the other side, the discipline side and everything else that comes with the sport, those are transferable skills they can move onwards with those as long as they stay away from Burngreave and khat, I'm not bothered!

Athletics Co-ordinator & Community Coach

¹ Khat or quat is a herbal substance containing many different compounds with stimulant properties which are similar to, but less powerful than the properties of amphetamine which speed up the mind and body. Traditionally it is used mostly in Africa, and is now becoming more common in the UK, particularly in some immigrant communities.

When asked about the future of his coaching and mentoring role, the coach hoped that if he were taken out of the equation, that someone else would pick up the responsibilities, though he was not entirely convinced it would happen. He was particularly negative about the existing coaching structure where the communication was deemed as woeful, where coaches who had worked at the stadium for 10 years did not know each others' first names, coupled with a lack vision in terms of all the facilities, the coaching structure and athletes combined.

I'd like to think that some of the other coaches involved would do what I do, but it comes back to the state of coaching in this country, doesn't it, where it's all been amateurs and volunteers. All the other coaches that are out there, and virtually all of them in our sport, are there as a volunteer and they do another job 9 to 5. You have a limited amount of time and energy, particularly if you have a family and you have all the other commitments in life.

Athletics Co-ordinator & Community Coach

Staff clearly related sport exclusion and ethnicity and overall were very positive about any potential benefits of activity. As detailed earlier, the practitioners believed that ethnic minorities were more likely to suffer from exclusion issues. In the same light, they believed that the benefits of using sport could be particularly advantageous for this group. The interview with the Athletics Coach includes a personal dimension to the relationship with ethnic minorities, absent from the other practitioners' accounts. The personal link is evident in his account and subsequent relationships and through his candid observations. Due to the location of his students' dwellings in the Broomhall area of the city, the coach embedded himself in a community with a high percentage of Somalis, Polish and Kosovans.

Basically, I was a student at the University of Sheffield and I lived in Broomhall whilst I was studying, and I started working with people that lived in my community, because there were issues and tension in the community and things happened to me personally and I thought, well ok, I can either do one thing about this or I can go about it another way, so I decided I needed to find out what is happening here. This is when the Somali community first arrived in the centre of Broomhall. [They] were pretty dislocated and there was an obvious generation of guys who were just a bit younger than me, who had nothing to do and were occupying themselves in their own way of an evening!

When I was a student, I did a fundraiser event... We raised a fair amount of money and they just came in and took the money, and they were pretty violent to get it and disappeared off down the road with it.

I thought there were a lot of people who worked very hard all day for that and there were two ways to deal with it; you could chase them and, maybe, get some of the money back and, maybe, make an issue out of it. I sat down with the people who were there and thought, well, what can we do about this? And on another level, just personally, there was a lot of crime against students, and there was generally one group who were involved in it, and it was the young Somali males.

So, that was really the lead in and I sort of looked at what else there was in the area and, of course, there was nothing. The Broomsprings Centre had a beaten-up old yard with half a hoop, and in those days, at Springfield School, the Head was on a 'non-competitive schools ethic'. So, I got involved, started talking to learning

mentors and I realised there was a generation [that] I probably couldn't do a lot to help, but there was a younger generation who were perhaps just starting to go into the schools here, because that older generation hadn't been in education. They had arrived here, probably aged 14, 15, 16, you know, [and] by that point there probably wasn't a lot of input I could have.

So, I then started working in the local school and tried to help develop sport, at any level, and then it went from there. I found the initial phase of people that came from here were people like Gerald Phiri, Jamie Williamson, who've gone on to be, (in terms of their long term athletic development), GB Juniors or GB Under 23's, and so I had the link in there with the Abbeydale corridor, with those boys and with the role models. And then it was a case of trying to find members of the Somali community who were, maybe, older brothers but who wanted to get involved in helping me out, because the hard part was the family links and getting those networks in place.

Then, Abdil Risak-Ahmed came along. I think it was '02 and I managed to get a Somali ex-athlete to come and help me. He didn't have any coaching qualifications but he came down and I got him involved. I linked things up with the stadium here, because it was on the tram route; it was easy to get people in. I tapped into some of the Burngreave networks that were already in place, and then got things rolling. And, Abdil was obviously already a talented kid; he just needed guidance on where to go and what to do with it. And then, once I got him up and running at Abbeydale School, where Gerald had also been a student, then it was easy!

Athletics Co-ordinator & Community Coach

It was apparent from this account that the personal involvement was pivotal to involvement as a coach. The formation of links was instrumental in building the networks required to identify and support the young athletes. Rather than at a strategic or policy level, the links were about building relationships within communities and generating appropriate role models. Consequently, this coach worked with some of the most talented pupils from the community, from a range of ethnicities. The coach believed that if ethnic minority young people had more sports to do, they would be less likely to be involved in anti-social behaviour. Throughout the interview he mostly mentioned boys, but his responses also took into consideration behavioural and gender differences.

I think on the level of self-esteem, you'd have to say yes. I think if people are feeling good about themselves and feel like they are part of the community, at some level, certainly where they are living, they are less likely to trash it.

It's about respect, isn't it, and without sounding clichéd, if you have some level of respect for whatever it is, a person, building, institution, whatever, then you tend to behave in a certain way towards it, or let's say you don't behave even if you were encouraged to do so by your peers.

We're quite gender specific here. We are talking about boys, although, some of the violent stuff that's happened on transport between those two worlds [school and their local community] has involved Somali girls.... but, that's usually been a result of racism that they have been suffering for an extended period of time and they've got to a point where they've snapped and something's happened. But it all happens on the one little bus route through their two worlds. And, there isn't a 'roaming around the town at night' tribal mentality to it like there is with the boys.

Athletics Co-ordinator & Community Coach

Many of the athletes he worked with lived in the city centre but attended schools in the more affluent west of the city. These pupils were seen as divorced from the after school activities and often found little to do in the evenings where they lived as there is a lack of local community facilities. Sheffield University has some sports facilities nearby but these were heavily used by the University community and sports teams, or were available at a cost of £40 per hour. Additional funding or resources for new facilities was limited because the Somali population was concentrated in the Broomhall area, located in S10, a large area with a relatively affluent population and small concentrations of ethnic minorities and immigrant communities, and therefore did not receive as much funding as other more deprived areas in the city. He suggested opening a gym in Broomhall, arguing that *“you’d have hundreds of smiling lads wanting to go in there and use it, there’s nothing like that”*.

Many of the accounts relate to Somali boys, and although the activities in the community are open to both boys and girls, female involvement tended to be low to non-existent. Age, culture and tradition, coupled with competition from sports such as football, were all contributing factors to low participation levels.

I do [work with girls] but I never hold on to them. Abbeydale is starting to get involved in helping me get the girls here but there’s never the continuity there, unfortunately. I think it’s because of cultural issues. It’s an amalgamated group. I brought in a female coach to help me with that angle. I got her working in the schools with me. Two years ago I had Wyam, who was great but she went to football and she went from Sheffield Wednesday to Sheffield United. I think she’s England Ladies now. So, when I had Wyam, things were great, there was a role model, there was a girl or young woman who was not scared to say ‘yes, I’m wearing a head scarf but I’m doing sport and you are not going to intimidate me! I’m going to get on and do it.’

And once I had her, I had more people to follow but then Wyam got to year 10 and said ‘I’ve got to concentrate on exams, I’ve got to make the choice of football or Athletics but not both.’ I said, ‘fair enough, if you want me to help with the football in terms of the strength and conditioning stuff tell those people to come and see me.’ And we still keep in touch but she’s gone on her own pathway.

And the girls that I get now, you get in the summertime, when the athletics season is on. I’ll get a group of Abbeydale girls coming but not through the winter. So, it’s there but I haven’t had any of these long enough to really work as role models.

Athletics Co-ordinator & Community Coach

6.5.5 Conclusions

This section has illustrated the practitioners clearly identifying a range of strategies which included involvement in sport being used to tackle exclusion issues. Overall, the staff showed a positive view of sport’s use, indicating similarities with sports staff. They believed that sport could offer alternative avenues to provide young people with opportunities such as extending their educational opportunities, divert from anti-social behaviour and help individuals address rising levels of obesity. Despite some reservations made by the Community Coach, the understanding of sport’s effectiveness appeared to be positive on the whole. This partially

stemmed from personal experience and what the practitioners believed they had witnessed in terms of the young people's responses to activities.

6.6 Conclusions from the Interviews with Practitioners

This section of transcripts identified a range of responses from the adults interviewed, with the most senior practitioners overall appearing the most knowledgeable holistically about sport, young people and exclusion, though the community practitioners were very knowledgeable within their own fields of expertise. All adults had an opinion on why physical education was an important part of either the curriculum, or young peoples lives. Most cited the potential health benefits though the SSCos also linked participation with improved behavioural practices both in and outside the school environment.

The term exclusion was expressed in relation to more text book responses with little personal connection from some of the SSCos but was commonly interpreted in relation to anti social behaviour, living in poor neighbourhoods, poor health and low education qualification by the community practitioners. The senior practitioners had a broad understanding of what constituted exclusion. They drew on the experiences from their own backgrounds and believed that sport had the potential to play a very positive part in young peoples lives, as it had done in their own. The SSCos understandings were not as broad and many of the examples cited were linked to poor behaviour within school. Sport's use in tackling poor behaviour, low attendance and low-level disruption in school was raised on numerous occasions, where school based staff could clearly see sport playing a positive role in young peoples lives.

Individuals such as the Police and Community coach were able to articulate graphic accounts of situations where young people had been heavily involved in anti social behaviour and were able to express opinions from first hand experiences. They firmly believed that there was case for sport being used as part of a larger package to challenge antisocial behaviour and provide alternative avenues for young people, though they were also keen to emphasise the need for multi agency approaches.

Chapter 7: Research findings from young people

7.1 Introduction

As explained in the Methodology chapter, young people's perceptions of the extent of exclusion issues related to education, health and crime, were initially gained through a questionnaire survey. Despite the detailed nature of the research tool and the excellent response rate obtained, the analysis suggested that the survey data provided a relatively superficial account that was insufficient to probe the complexity of experiences of social exclusion and the potential role of sport in addressing this. In particular, the survey data limited the scope to explore ethnic identity and diversity among respondents. The survey nonetheless provided important contextual information, and the main findings are detailed below. Further findings from the questionnaire are summarised in Appendix 6, allowing this chapter to offer a fuller and more nuanced account of the qualitative data.

7.2 Questionnaire Results – Main Findings

This section presents the main findings from the data obtained through the questionnaire which was distributed to young people attending the four schools involved in the Arches SSP. The questionnaire elicited a high response rate of 98% and was completed by 392 young people. For Firth Park and Wisewood, comprising 36% and 25% ethnic populations respectively, the response rate was 100%. Parkwood had a response rate of 97% of which 46% were ethnic minorities and Fir Vale, with 95% response, had a high ethnic minority population totalling 92%. The overall response rate was very good, and the percentage of ethnic minority respondents was much higher than for the city as a whole, but a fair representation of the populations of the schools involved. The characteristics of the schools showed that Wisewood, the most affluent, had the lowest percentage of ethnic minorities had the lowest levels of eligibility for free school meals, as expected, and the highest levels of internet access for all respondents irrespective of ethnicity. For the whole cohort collectively, all ethnic minorities had fewer disabilities (11.25%) , a higher incidence of eligibility for free school meals (44%) and were less likely to live in a household with a smoker (26.75%) , than other pupils. Ethnic minority pupils therefore scored relatively well compared to other pupils on factors relating to health, but less favourably on the key exclusion indicator of income.

7.2.1 Participation Levels

The vast majority of the students involved in the research reported taking part in curricular PE (although it is not clear how many actively took part, as opposed to sitting on the sidelines). The data related to sports participation reflects data from the 2005/06 PESSCL survey in terms of the range of activities young people had taken part in over the last year, with the survey showing high participation rates of 88.8% overall. The extent of participation in out of hours activities based in school for all ethnic minorities was considerably lower (35%) with 56 females attending 60 different clubs and 80 boys attending 146 clubs indicating multi membership for a considerable cohort, with clubs such as Athletics, Football, Mixed Heritage Club, Basketball,

Boxing, Cricket, Badminton, Break Dance Crews, Karate, Rugby League and Army Cadets represented.

All students in the study participated in sport at some time, but when asked who plays sport the most, the perception was that considerably more boys play sport than. Young people were also asked which ethnic group played the most sport. This question proved the most controversial and elicited the survey's highest level of 'no responses', in excess of 80% by all students irrespective of ethnicity. Additional comments on the questionnaire indicated that young people felt unable to answer the question, or that the question was just 'wrong'. Young people had the opportunity to discuss any element of the questionnaire after they completed it, and this was the main conversation topic, with comments such as "you can't ask that sort of question, it's racist" and "It's a stupid question of course you can't answer it".

Taking into consideration the response to who plays sport the most, the results of the importance of sport were surprising. The general trend for boys was that they felt more strongly that sport was just as important for either sex with 45% of all believing neither sex had the monopoly on participation (compared to 32% of girls believing the same). Information from the PESSCL data plus accounts from staff working in schools indicated a broad range of activities organised and delivered through the Arches. Secondary data suggests there is an increasing array of school and community based quality activities, much of which is 'open to all' irrespective of gender or ethnic background. The young people's perception of this provision coupled with competitive opportunities is detailed below.

- 28% of girls perceived there were enough activities for girls
- 23% of boys perceived there were enough activities for girls
- 60% of girls perceived there were enough activities for boys
- 57% of girls perceived there were enough activities for boys

Competitive outlets are regarded as an important element of PE and school sport according to policy documentation (e.g. Sport England, 1988; 2006; DCMS 2001). For the Arches Partnership, competition and participatory festivals are regarded as beneficial and important tools and throughout the young peoples' time in their respective secondary schools there have been numerous competitions, festivals, Partnership Games and inter form events. Almost half (49%) of all males thought there were enough competitive activities compared to 39% of females.

An area in the questionnaire responses where there was uniformity was the area of sport and health. The majority of young peoples appeared to form a link between sport and health which may be due to the high profile the subject is given in the media and also in its inclusion in the

Healthy Schools Programme. Close examination of the responses shows over 80% of all the groups agreeing with the statement 'taking part in sport helps keep you fit'.

7.2.2 Young People and their Perceptions

Section D of the questionnaire explores the educational context for the young people and posed questions related to perceptions and understandings of the education system in terms of consequences of poor behaviour. In relation to enjoyment of attending school, the aggregate data shows almost half of all young people not looking forward to going to school, irrespective of ethnicity or gender. In relation to understanding consequences of actions, young people overall have a marginally better understanding of what will get them into trouble at school, more so than in the community. For schools based behaviour the responses were in excess of 65%, in the community it was 63%.

Arguably one of the central issues in this research was articulated in the questions which relate to perceptions of whether young people would not commit crime if they had more to do. The assumption that sport can be used as a diversionary tool is one that is openly criticised by some sport development practitioners (Hylton et al. 2000), and yet from young peoples perspective there is a strong suggestion in the survey data that they believe that sport can keep them out of trouble. Comparative analysis of gender differences shows males were only slightly less convinced than females if there was more to do fewer crimes would be committed. The response for all young people is 70.5% indicating the responses 'yes, I really agree' and 'I think so'.

Young people were asked to respond to specific 'problem' issues such as drugs, gangs and violence, related to the area where they reside. Broadly, the data indicates that young people perceive social issues such as bullying, vandalism and drugs as being considerable problems in their neighbourhood, with on average at least 55% of all groups feeling there were problems to some degree, however there are no statistically significant differences in ethnic minority or gender responses. Across all groups, over 50% of respondents had at least some degree of concern regarding drugs and gangs. Issues related to thefts of bicycles, mobile phones, MP3 players and the like are associated with general street crime. Due to the wide range of issues, any one of which may affect young people, the response shows a high level of perceived crime-related problems. All males and females irrespective of ethnicity recorded over 60% indicating perceptions of a problem.

Violence and fighting has not been treated as part of a general crime wave, rather it is it is treated as a trait which has been publically associated as part of black youth culture, though it appears to be a part of all young peoples lives. Contrary to public opinion it is not predominantly the experience of black young people - rather it is the only response in this section where mixed race young peoples experienced the highest levels of problems with 80% for females and 84%

for males. In relation to the extent of vandalism, as with other social issues the perception of it being a problem are over 50% for all groups irrespective of gender or ethnicity.

Using the responses from each separate section on equal opportunities, education and crime, the data was subjected to statistical testing to identify differences. The aim was to find a relationship among variables and to detect differences amongst the groups. In order to evaluate the effects of the categorised variables of gender and ethnicity, the *t* test was used to evaluate the influence of the independent variable i.e. the perception of the extent of the social issues. Therefore an independent *t* test was used to check for homogeneity of variance to determine whether the samples differed reliably from each other. The tests were administered on data related to whites versus non whites, differences between each ethnic group and finally differences related to gender. The level of probability used was 0.05 degrees of freedom and each test was two tailed, as there was an assumption that the differences between the two sets of data could favour either mean. Statistical tests revealed none of the results show any statistical difference. Consequently, though the vast quantity of data was beneficial in identifying general trends amongst young people, it was much less helpful in allowing differences in experiences between different ethnic minority groups. This was therefore examined fully in the qualitative semi structured interviews, the results of which are therefore the main focus in the remainder of this chapter.

Of significance within this section was the disparity between the ethnic groups which respondents allocated themselves to in the written questionnaire, and the much more complex descriptions of their ethnic identity which they gave at the start of the interview. Consequently by using the descriptions offered in the interviews groups, it was possible to distinguish trends by gender and ethnicity. Further subdivision by country as indicated by the Somali girls, and religion, related to those following the Muslim faith, provided further avenues to draw together like-minded respondents. Thus, the results illustrated a deeper level of complexity of perceptions of exclusion and sport's role in tackling wider social issues, which transcended simple ethnicity.

The interviews were digitally recorded and then transcribed, with few notes taken during the interview and with the researcher focusing on the two-way conversation, as advocated by Schwandt (1996). The transcripts were examined and rather than the responses being coded in line with a grounded theory approach, common content themes were grouped in order to aid the flow of emergent themes, namely ethnic background and personal profile, the contextualisation of physical education in school and the understandings of exclusion and how sport can be used to tackle exclusion issues. In total, 29 young people were involved in the interviews, representing males and females of African, Pakistani and mixed-race origin. A relaxed, safe, non-confrontational and confidential environment fostered the correct situation to elicit details and candid reports.

7.3 Interviewee characteristics and identity

The young people were selected to participate in the interviews on the basis of the ethnic category, as indicated in the questionnaires. This section provides a résumé of their key features related to ethnic identity, their attitude to education and the relevance of sport in their lives. Each interview began with the participants being asked to briefly describe themselves, who they lived with, where their parents came from, and how they identified themselves in relation to their ethnicity. Table 7.1 shows the range of origins of the young people (i.e. where their parents originated from) for future reference, along with their levels of participation in sport.

Table 7.1 Nationality / Ethnic origin of parents

Nationality / origin of parents	Category	Interview Number
Somali	Male African Participant	1
Nigeria		2
Somali	Male African Non-Participant	3; 4
Somali	Female African Participant	5
Zambia		6
Nigeria		7
Somali	Female African Non-Participant	8; 9
Zimbabwe		10
Kenya		11
Pakistan	Male Pakistani Participant	12; 13
Pakistan	Male Pakistani Non-Participant	14
Pakistan	Female Pakistani Participant	15
Pakistan	Female Pakistani Non-Participant	16; 17
Pakistani / British		18
Jamaican / unknown father	Male Mixed-Race Participant	19
Jamaican British mother / mixed-race father		20
Yemeni		21
Yemeni / English	Male Mixed-Race Non-Participant	22
Jamaican / British		23; 24
Jamaican / English	Female Mixed-Race Participant	25
Guyana		26
Syrian	Female Mixed-Race Non-Participant	27
Yemeni / English		28
Kuwaiti / Yemeni		29

It was clear at the outset that how young people chose to categorise themselves in terms of ethnicity did not necessarily fit with the categories available on the questionnaires. Youngsters from Kenya, Zambia and Zimbabwe all indicated they would tick the 'Black' box in relation to ethnicity, however, these quotes from young Somali people demonstrate the complexity for some Africans.

I'm 15, I play football, basketball, anything really and run. I do like rounders but I don't like cricket. I play sports because I like it and I'm good at it. I live with both my parents and my sisters and I'm the only boy. I'm the only one in my family who actually plays football on a day-to-day basis. I think it's because I need more freedom. I'm Somalian. I came from Holland but originally from Somalia. I've been in England a few years, about 6 years, since 2001. If I'm filling in a questionnaire

and it says 'what's your ethnicity?' and Somalian isn't a category, I just tick 'other' because it has to be more specific to me.

Male African Participant (1)

Both my parents are from Somalia. I was born here. If I was filling out a questionnaire, I don't know, I'd describe myself as, well sometimes I call it African because Somalia is in Africa. I don't know really, because there are different types of black. I'd describe myself as probably 'Black British' for now, but if I had a choice I'd probably just tick 'Somali'.

Male African Non-Participant (3)

Umm...I'm Somalian, both of my parents are Somali. I was born in Sweden but still think of myself as Somalian. I'd tick the 'Black Other' box.

Female African Non-Participant (9)

For mixed-race young people there was also a range of responses in relation to which category they would select on a written questionnaire.

Both my parents are Jamaican, so sometimes I'll tick both 'Black Caribbean' or 'Black British'. I wouldn't be offended to be called 'Black-British' because I was born here.

Male Mixed-Race Participant (20)

My mom was born in England, in Sheffield, and my dad was born in Jamaica. I'm 'Black-British' I was born here. I think I see myself as both, really...because, like, I'm Black-British because I think I'm black and I live in England.

Female Mixed-Race Participant (25)

My mum's white British and my Dad's from Yemen so, I'm like half and half. I guess I'd describe myself as 'Mixed-Race'. I don't know if I'd ever describe myself as being black because I've always been brought up, you know, being mixed-race and not picking any side because my mum is one side and dad's another, so I'm stuck in the middle and I do often have that, you know, because my mom's side doesn't agree with you know, being with someone that's not the same race. So, I have to get stuck in the middle and think 'what am I'? And, I am at the 'Multiple Heritage' services as well, at school, which helps you deal with that and helps you with other people as well. So, I don't know...I don't know what I'd pick.

Female Mixed-Race Non-Participant (28)

I'm Caribbean. My mom is half Jamaican, half Indian and my dad's full Jamaican. I was born in Sheffield. Because of that we've got 2 different cultures. The way I'm treated by my parents is different than other people getting treated by their parents. Because, I've been brought up in quite a strict area they just, like, kick off very easily, and I've noticed that a lot, but I'm okay with it. We've got different foods than them and stuff, and it's just - different.

Female Mixed-Race Non-Participant (23)

To illustrate the complexity of identity, the following young people ticked the box 'Black Other' on the questionnaire but similarly regarded themselves as 'mixed race', due to their families' heritage. Whilst self-determination of ethnicity was advocated by various researchers, such as Bryman (2001), as being the ideal methodological stance, here the superficiality of that approach caused anomalies which affected the questionnaire analysis, but have proved insightful during the interview process. For the two male young people with at least one parent from the Yemen, the in-depth questioning indicated two different responses.

I'm 15. I live with my mom, my dad and a step-sister, well, step-brother and step-sister, and my real brother. I'm the oldest. Well, we got a little baby just like a couple of weeks ago so it's all attention on him. Most of the time we're all just treated equally. My family are from the Middle East, Yemen, and on a questionnaire I'd describe myself as Asian.

Male Mixed-Race Non-Participant (22)

Well, my dad's Kuwaiti and my mum is Yemeni, but, I take my dad's side, so I'm Kuwaiti. Yeah, I'd tick the box that said 'Other' because I'm not Asian, I'm Arab, and they never write that down, so I always just tick 'Other'.

Female Mixed-Race Non-Participant (29)

The quotations above demonstrated the levels of complexity regarding ethnic identity which was articulated throughout the interviews. However an additional issue which arose that the young people felt shaped their characters was the role or place of religion in their lives. In relation to religious beliefs or practices, the young interviewees featured in three categories; Muslim, Christian or not religious. For those who were practicing Christians or had close family members who regularly attended church, the involvement in religion appeared to be superficial to the rest of their lives. There was little mention of the religion affecting other elements of their lives to the same extent as the Muslims.

I don't really know how many people go [to church] because my family's that big. I think most of my family goes to the Seventh Day Adventist church. I only go occasionally.

Male Mixed-Race Non-Participant (23)

Yeah, well my nan and granddad they go to Abbeydale United Reform church. They're not right religious but they like Sabbath and that sort of thing. If I sleep there, I'll go but I find it a bit boring, it's too long, it's 5 hours each time. If it's like Sabbath going on then they'll go like 6:30 in the morning. If it was an hour or two, I'd go and enjoy it but it gets boring after a bit

Male Mixed-Race Participant (20)

[on what it means to be Muslim] I think the whole point is to respect others and to respect our culture, especially like one of the prophets, the main prophet, basically, one of the points was like his neighbours, it doesn't matter who it is, you just have to respect them. It's all about respecting other people and yourself, that's what it's about.

Female African Non-Participant (9)

The young female Pakistanis coherently linked their faith to wider political issues and were able to express lucidly how their faith was perceived by the wider society within which they live.

I'm a British Muslim, and proud of it. Sometimes when you see bad stuff like Iraq and things like that it worries me, but I wouldn't do anything crazy like suicide bombing or anything because that's pointless, but yes, I would say I am proud.

Female Pakistani Non-Participant (16)

Well, in this day and age it's like hard to be Muslim because what's in the media all the time. We get a bad press at the moment because of 'those crazy radicals' or 'attention hungry weirdos'. To me it's a way of life. It's just you've sort of got a set way of life, that's all.

A comprehensive range of views were expressed; at the extreme some young people displayed a pseudo-fatalistic Buddhist philosophical approach to life. This was portrayed in several comments by Pakistani females, who despite being ambitious, career-orientated and opinionated, appeared to believe that all events are predetermined by fate and are therefore unalterable.

Yes, I am an 'extreme' Muslim, yes, but not in a bad way. It's, you know, in a good way because it gives you guidance in a way. Instead of thinking 'oh, who am I, what is this all about', if you're a Muslim, you know this is where my life is going to end up, as in heaven so you work towards it. If I didn't have a religion, I would think 'what's the purpose of life'? It's pointless wondering, really.

Female Pakistani Non-Participant (17)

The background of the ethnic minority young people provided the reader with a broad résumé of the principal characteristics related to the ethnicity and religious practice of those who participated in the interviews.

The transcripts provided evidence of the ethnic categories used by the young people which neither related to the ethnic category the young people indicated on paper nor with the ethnicity related to parental origin. The young African people could be perceptibly divided into two distinct groups; those of a Somali background (regardless of whether they were born in Somalia or not) and those from the rest of Africa, with young people from Nigeria, Zambia and Zimbabwe represented. As this section will show, there were meaningful distinctions for those of west, central and southern African descent whose responses were markedly different regarding their ethos and attitude to educational opportunities and discipline. Both males and females expressed an acute awareness of the local and financial environment, and were self-deprecating in their responses. In contrast, Somalis had a more *laissez-faire* attitude to education and a presumption that it was a basic right. They were more critical of their social situations, had a higher incidence of involvement with the police than young African people, but had a high take-up of involvement in out of school activities. All young African people, regardless of background, had high educational and career aspirations with many citing professional level 4/5 qualifications and careers as their ultimate goal.

All those of Pakistani origin, with the exception of just one, came from a family where both parents were from Pakistan, though some had been born in England. Many had visited Pakistan at some point, with all the young people being practising Muslims. Those who had both British and Pakistani born parents regarded their ethnicity as Pakistani and displayed identical views to their Pakistani peers.

The mixed-race young people revealed much more convoluted patterns in terms of their identity. There were many who regarded themselves as 'black-other' or 'mixed-race' who were

Caribbean (though not necessarily African Caribbean). There were also young people who did not know the identity of one parent but believed that they were fundamentally black. Young people were asked to explain where their parents were from and into which ethnic category they would put themselves. As indicated in Chapter 5, which highlighted the characteristics of the Sheffield Population, there was a contingent of young Yemeni people educated in the selected schools and their presence is recorded within this section of young people. The other noticeable group are those emanating from the Caribbean, specifically Jamaica, and one young female from Guyana, South America. On paper, these young people were grouped together under the 'mixed-race' category, which effectively hides a vast array of differences. Their true nationality or identity was also a surprise to some of the PE staff who had always presumed they were of a different ethnicity. The ethnic category provided during the interviews have been used to label individuals and their responses for the remainder of this research.

7.4 Young People's understandings of exclusion and sport

Young people were questioned on comparable themes to the adults, about their understandings of the provision and policy context, exclusion, and the possible value of sport in addressing exclusion.

7.4.1 Young people's understandings of policy and provision

The focus for young people's views of policy and provision included their perceptions of sport provided through school, as views on this offered an insight into the suitability of sport as a wider vehicle for promoting inclusion. They clearly had a deep understanding of involvement within a broader context of the national curriculum in school. All young people knew that PE in the curriculum was compulsory and that everyone had it on their timetable along with RE, but other subjects were either core subjects, such as Maths and English, or were optional. This understanding spanned across both ethnicity and gender.

Yeah, because even if you don't like PE, you still have to do it, don't ya, at the end of the day. It's one of those compulsory kind of things.

Female Mixed-Race Non-Participant (29)

There were positive comments provided by active participants, and each ethnic group had at least one person who, on reflection, had positive comments to make about school sport.

Our PE department is a really, really nice department. Before, like when we were at Primary School, we used to hate PE because we were scared of the teachers. Before, it was kind of like, if you didn't do PE then you'd get so much hassle. But now, our PE department is really chilled-out and they are really nice. I'd rather do PE with them than anyone else.

Female Pakistani Participant (15)

The extent of participation amongst the young people ranged from a purely participatory fun level through to those training and competing at county level.

I play football at my local club and for school, but I've played at another club for the past two seasons before that. Most of the team got scouted when we played in a tournament in Holland a couple of years ago, and most of the team got scouted there, and on the stat's, I'm our second best keeper. And that's it really. I play basketball in school but we don't have any fixtures really.

Male Mixed-Race Participant (19)

I am a county youth academy player at Yorkshire Cricket Club. In the summer I play every day at my cricket club and at school, but I've been scouted for Yorkshire so we're training and playing four times a week. I really enjoy it. Yeah.

Male Mixed-Race Participant (20)

Responses related to liking or disliking PE were polarised with non-participants declaring their dislike quite vehemently. Male reservations stemmed from PE being “a waste of time” and that they just “could not be bothered”. Females, on the other hand, were quite talkative and expressive. Many had already been asked by teaching staff why they did not take part, and were articulate at conveying and justifying their feelings and actions. Some of the girls were perpetual non-doers and had experienced many of the schools' sanction procedures for not co-operating with staff and following their prescribed timetable.

If I had a choice, I wouldn't do it!

Male Pakistani Non-Participant (14)

Because it's [PE] just so boring! It just looks like a waste of time!

Male Mixed-Race Non-Participant (23)

I don't know any Somalian athletes in my school. I think it has to do with our peer group. Nobody is really bothered about PE.

Female African Non-Participant (8)

If you look at the boys, seriously, they are like athletes, way ahead of us. And when we were doing relay and they were doing sprinting, oh, my God! We were like, we were so slow! And then it was so embarrassing. We don't run unless we're being chased!

Female African Non-Participant (9)

I don't see why we have to do PE. It's like, we walk every day - yes, we walk to the shops, for sweets. I wouldn't do it; I'd just do the detention instead!

Female African Non-Participant (9)

I used to love PE. I used to do all sorts of things like after school. In year 7, I was on the football team but by year 9, I stopped. Actually halfway through year 8, I stopped. I used to like sports and then, you know, I grew out of it.

Female Pakistani Non-Participant (16)

Seriously, PE, oh God, it's just, it's more of a chore, you have to do PE. It's nothing you choose to do. Even when you have to do it, I think, 'should I do PE or should I do detention?' I'll do detention!

Female Pakistani Non-Participant (17)

Unenthusiastic assessments of school sport were not solely restricted to non-participants. Young people, such as the one quoted below, participated in and out of school team sports but had a negative opinion of school and PE staff.

I play basketball, football, all sorts of stuff, but teachers drive me mad. Shutting me up and that. They always have to tell me off, isn't it. Always have to tell me off in some way, even the littlest thing. Look [Name], you've got your ring on. That's a half hour detention. Damn! Fuck it, I don't need that. It gets me right mad. I don't like it at all.

Female Mixed-Race Participant (25)

Some young people were dismissive about playing sport, saw little reason in taking part and believed they should get a choice whether or not they took part in sport in school. These represented female mixed-race participants and female African non-participants. Other young people felt that sport was for boys irrespective of ethnicity, hence their comments.

It's just the boys in this school are really bothered with sport. They like competing against each other. [Male PE Teacher] he's like a Nazi, seriously. It's like, [female PE teacher] she doesn't force you to do anything but she tells you what you'll achieve out of doing it, whereas with [male PE teacher], you've got to do it and the boys pick up on that competitive culture.

Female African Non-Participant (10)

Lethargy and accessibility were two reasons provided as to why the non-participants did not become involved in sport outside school. Even if the activities were nearer to their homes, some young females were more embarrassed at the prospect of taking part in activities in case they were seen.

Because we can't be bothered.

Female African Non-Participant (9)

We don't live anywhere near the school anyway. For us it's the bus, and the bus comes every half hour. That stops us getting involved in anything.

Female Pakistani Non-Participant (16)

No! Because that is even worse [taking part in activities closer to home]! It's more embarrassing than you could imagine!

Female African Non-Participant (8)

All women, all girls or all female kickboxing or something like that for younger people, I might get involved in something like that, actually. Yeah, but it's not just that they tend to do it mixed and you get more boys interested, it's just embarrassing because it's the boys from your area.

Female Mixed-Race Non-Participant (27)

There was an array of reasons why young people who participated in certain activities did not specifically like PE in school. Some young people were heavily involved in sports outside school, such as the dancer quoted below. The reasons for not enjoying school PE varied from not liking individual sports to more traditional issues, such as the clothes young people are expected to wear. There were commonalities by gender; boys generally disliked specific sports whereas girls disliked staff, clothes and the cold weather.

I'm a dancer, I do dancing, street, ballet, tap and jazz. I've been dancing since I've been 3. I used to do tap and ballet when I was little, and then I just started doing

street when I was about 10. My mum, she just thought it would be good for me. But I don't like football, I don't like that. I don't like many sports, sports where I have to run around, practically. Yeah basically, I'm right lazy! Yeah I don't know why but I can dance but then I can't be bothered with sports like football.

Female Mixed-Race Participant (26)

Our kit, what we wear, it's got the school name on it. It's a shame, isn't it? I'd prefer one that says Nike or Puma, at least a design or a make. If you notice, all PE teachers have a Nike T-shirt and then they make us wear some sweaty white ones.

Female Mixed-Race Participant (25)

I like basketball and netball. Back home I used to play basketball when I was like 10, so I kind of like it, just that. I don't like volleyball because I'm no good at it.

Male African Participant (2)

All young people, regardless of their participation patterns, were asked what sports they would like to do in their PE lessons if given a choice. Some Somali girls chose non-traditional activities, such as Martial Arts; others felt that due to their levels of apathy and non-participation, that they were not even worthy enough of being asked their opinion. Some of the activities received mixed responses even within ethnic groups. During an interview with three girls, one wanted to try Boxing whilst her peers deemed it inappropriate.

I would really like it if they did boxing, but they don't, and even if they did do it, we'd have to do it after school which would be a bit of a problem because we're not allowed to stay after school.

Female African Non-Participant (9)

When Pakistani and Somali females were asked if they would take part in activities with parents in female martial arts, kick boxing or similar pursuits, the responses were mixed, depending on the nature of the activity.

It depends what it is – yes, but she [my mum] might be really much slower than me, and she probably won't be able to kick anymore!

Female African Non-Participant (8)

No, because in our area they used to do this exercise class for all Somali women, like the ones that really need to lose weight and it was just embarrassing watching them, they were so slow. And they needed a translator to tell them what the instructor said to them.

Female African Non-Participant (9)

Both participants and non-participants were given the opportunity to explain what they would change about PE in school if they had the chance, and what factors would encourage young people to play more sport in general. Respondents were given a limitless agenda, *carte blanche*, with no limitations in relation to activities, costs, facilities and so on. Despite this, the responses were moderately conservative in relation to new activities. For example, swimming, football and ice-skating were suggested by female Pakistani non-participants. Boxing and martial arts were suggested by girls, and boys suggested more football, skateboarding, badminton and tennis. Consequently, the range of activities did not reflect the array of activities provided through the questionnaire. Other factors which arose that affected participation

included the organisation of lessons and a lack of space, a dislike of theory lessons for those who studied at GCSE level, along with feelings of inadequacy.

Theory work. Theory is bad and the physical is good. Physical is good because you're walking around and you're not just staying in the classroom doing written work

Female African Participant (7)

Well, not much about PE is organised. For this year we weren't organised the way I like. Half the people didn't co-operate and they changed everything around and didn't make it very enjoyable. I'd change the organisation, make sure everything is set up before, ask what the young people want, then describe more things to the young people about what they are going to do.

Male Pakistani Non-Participant (14)

In short tennis there are too many people to play, if you get what I mean. It's very cramped. You have to play on half a court instead of a court between two. You have to divide up a court between four and use half a court between two.

Male Mixed-Race Participant (20)

The people that do it for the school and county, they're a bit better than you. I can still play but you get hammered every time and it's a bit demoralising.

Male Mixed-Race Participant (21)

The issue of incentives arose as a way to encourage higher levels of involvement, with the most popular motivation for African and Pakistani females being money and sweets. Lack of money was suggested as a limiting factor for some female mixed-race participants to access sports outside school.

I would [play more sport] if I had the money, but I don't have the money.

Female Mixed-Race Non-Participant (28)

I just go and ask my mom. Standard leave a fiver, she can't turn me down, maybe a tenner at a push if it was really really worth it.

Female Mixed-Race Participant (25)

One story of how staff tried to encourage a particular young person to take part in sport showed empathy among the male mixed-race young people who demonstrated an understanding of the wider dimensions and agendas, and what was trying to be achieved. When the young people were asked what they would do to encourage Mark to play sport, they recited this account and a desire to replicate it, even though it had limited success.

Like Mark he's right overweight, like right big and that, so I can understand why he doesn't want to do sports. Well, Mr Taylor, well, he didn't push him but he tried to give him like that extra push like to help his fitness and health. I can imagine him being worried about him but Mark, he's not very bothered, he didn't want to do it but, Mr Taylor tried to give him that extra help. He felt like he needs to get it together and get fit and it worked at the time but I don't really see Mark no more. Since we went into year 10, we all went different pathways. He had some very bad injuries and that, he broke his ankles. He broke both his ankles. He fell down a ditch; he went down this curb with his ankles fell on them and broke them. He broke his arm as well, didn't he? He only came back to school a few months ago.

Male Mixed-Race Participant (20)

There were very few times when an ethnic group alluded to the actions of another, but the Pakistani and Somali girls were the most demonstrative. These comments about Somali boys are indicative of their observations.

No, no Somalis, if you ask me about any other background, yeah. The Somali's are always like, the boys really love football and stuff like that but they never, you know, go that one step further to just like get there; it's more like just a hobby. I don't know why. There are so many of them that are really good but you think 'why aren't you into a football team?' My little brother is quite good at football but he's not on a football team, but he thinks he is really, really good. 'Why aren't you on a football team?' I say to him. 'I can't be bothered.'

Female African Participant (5)

They were also asked about factors specific to the Somali way of life, culture or attitude, which may prevent boys from progressing into established football teams.

No, because he says that he plays for the school football team and he thinks 'I think I'm the best player, but they play a different way than I play'. 'What do you mean?' 'I play like, they pass to each other, they don't pass it to me'. 'Well, if you're a good enough player, they are going to want to pass it to you', and stuff like that, but he's like 'No!'. Sometimes it's as though they want to be like the centre of the team, the best person there.

Female African Non-Participant (9)

7.4.2 Young People: Understandings of Exclusion

The interviews demonstrated the perceptions of young people related to exclusion, which they did not perceive from a traditional or academic perspective, as many of the practitioners had done. Rather, they referred to exclusion issues from their own perspective and principally as a concept which stemmed from anti-social behaviour. Throughout the interviews, the young people elaborated on issues such as non-participation in physical activity and how religion affected this, as well as alcohol abuse, poor health, and the lack of local provisions or activities, which they also related to exclusion.

The questions allowed young people to express multifaceted views on social issues at which they had intimated in the earlier questionnaire. Even those who did not get into trouble on the streets knew of incidents where other young people had been in trouble due to their anti-social behaviour. Far more young males of Pakistani and African origin had direct or indirect involvement with the police, including stop and search situations. The view of the girls of the same ethnicities was that boys tended to get into more trouble. Mixed-race young people of both sexes were the group most likely to be involved in poor behaviour and to be involved with the Police. Many of these young people appeared to have an idea of possible consequences of their anti-social behaviour either through direct consequences of their actions or from talking to others.

Consequently, this section of the interviews and subsequent transcripts explores wider exclusion issues, behaviour patterns outside school and the comprehension of how that behaviour was perceived in relation to exclusion. It was apparent that many young people were reasonably 'streetwise' and understood the concept of anti-social behaviour and what may constitute behaviour which fitted into that category outside school. Everyone interviewed was able to identify at least one form of anti-social behaviour. The types of behaviour were synonymous with the types of behaviour identified by the Community Police Officer interviewed, which were age related, and typical behaviour for teenagers and young adults on the streets in urban areas.

Bad attitude that sort of thing.

Female Pakistani Participant (15)

Yeah, swearing at people on the street for no reason, just being generally aggressive.

Male Pakistani Participant (12)

It could be using and dealing drugs, drinking, kids in gangs, vandalism, burglary, harassing shop keepers, nicking from shops, that sort of stuff.

Male Mixed-Race Participant (20)

And anti-social behaviour, I think, if a group of people are doing something and then one person is just so reluctant to do it, I find that anti-social behaviour.

Female Pakistani Non-Participant (17)

During the interviews young people were often asked if their views were typical of all young people of their particular ethnicity or gender. Consistently, they believed they were speaking on behalf of their ethnic group and sex, even though the views of individuals from certain ethnic groups conflicted. Gender differences were regularly commented upon; for example, the girls of African origin believed that boys were much more likely to be involved in anti-social behaviour.

Yeah, there are quite a few people in our neighbourhood, involved in that stuff [anti-social behaviour] but it's mainly boys. Yes, definitely boys

Female African Non-Participant (9)

A girl wouldn't do that! We're polite.

Female Pakistani Non-Participant (16)

Criticisms of other ethnicities was less common. However, one example of note occurred during a conversation where one ethnic group openly criticised the behaviour of another, or made what could be deemed as stereotypical assumptions about young black people. A group of Somali girls were asked if Somali girls were more likely to be in trouble than girls from any other religion or race. The response was as follows.

It depends who they are because, like, some Somali girls, they usually say something mouthy; not me, of course. But with other girls, it depends upon their personality because like, some English people but mainly Jamaican people, they're

always, like, in trouble, getting into serious bother with the Police. You know the kind of stuff; and I know it's not only black people. There must be some Somali people who aren't perfect, there must be, like, some people that misbehave.

Female African Non-Participant (9)

I don't get into trouble because my mum and dad, they tell us how to behave and, like, respect and stuff, not like some kids' parents.

Female African Participant (6)

The issue of underage alcohol consumption arose when young people started talking about activities in which they took part, in the evenings. It was apparent that some of them drank sociably with their parents as part of an evening meal or going out to dinner. Two of the female African young people, from Zambia and Zimbabwe, both expressed their experience of moderate and controlled social drinking at home with parents, and regarded the occasions as a way to demonstrate that they were trusted and growing up.

I drink a bit of wine with my family, but only occasionally at weekends with a meal. It's something we do as a family, together.

Female African Non-Participant (10)

The young Pakistani people, both males and females, and Somali girls all claimed they did not drink, however, the mixed-race young people and African males all stated they had drunk alcohol with their friends on the streets at some point. Drinking to excess appeared to be the preserve of the mixed-race young people.

I drink occasionally at weekends. I drink a bit, not much, but yes, sometimes. It depends. I don't know, it depends. I like different drinks like coolers and alco-pops. If I had alco-pops, on a night I'd have, I don't know not a lot, about 5. People's mums get them and we just drink them. It depends, I drink about 5, normally at my friend's house. If I was dancing the next day, if I'm doing something active the next day, like, something very active, then I'd probably not drink at all.

Female Mixed-Race Participant (26)

Lately I've been drinking quite a bit but only because things have been happening. I drink JD's and Coke. I don't drink those little bottles, No, man, I go to the pub every other day, I suppose. I don't know I have about 6 JD's & Coke.

Female Mixed-Race Participant (25)

This individual regularly took part in sport and also lived near a youth club. The interview explored her drinking habits in detail. She was asked to what extent she drank and about the consequences, then the conversation developed through to asking her about what would tempt her away from alcohol. Her response was as follows:

Bad, bad. 7 small bottles of vodka. I was real bad! After I drank the third bottle of vodka, I was on the floor, couldn't move, woke up the next day in the same place. Yes, I couldn't move at all so I just sat up and started drinking some more and then just passed out. I don't know, I don't remember the morning after, I was just chillin' with my friends, really. Anywhere, one yard, in a house, anywhere outside.

I guess if I did more sport I'd drink less, yes, a lot less. I don't think I would drink at all. But, I don't really, I don't drink too much. It's just what happened, the situation

I'm in at the moment, and that's why I am drinking more. It's just a way to forget what's happened. I just drink to forget what's happened in my bedroom and I can have a laugh. I mean, forget everything and just have a laugh and that. But, I don't drink that much in the week, but on Fridays and Saturdays I do.

I would consider it [going to a youth club], but I don't know if I would do it. I mean, I've always got good intentions to do something; it's just if I remember. If I remember, I remember, but if I don't remember, I don't remember. If I'm drunk then I won't remember.

Female Mixed-Race Participant (25)

Underage smoking and drinking were seen as behaviour patterns synonymous with anti-social behaviour, mainly as the two tended to take part on streets or local parks and could potentially attract the attention of members of the local community or the police. No males of any ethnicity admitted to smoking; the first-hand accounts were all from females. Young people were questioned about whether their own patterns of behaviour conflicted with their physical status. For some it was clear that peer pressure played a part in them smoking and though they could recognise the detrimental effects smoking may have on sporting performance, they would continue to do so.

When I was doing track, when there were people that would smoke, there was one person at training that did almost as good as me...who was smoking.

Male African Participant (1)

For females there was little consistency within each ethnic group; for example, a third of the Pakistani girls had smoked at some point. Of the three female African respondents, one smoked, one used to smoke but had stopped and the third did not smoke. None of their parents smoked, but peer pressure appeared to play a large part in why they smoked. For the two who were currently non-smokers, the reasons for not smoking were that *"It stinks real bad"* and *"I don't like it."* Half of the Somali girls admitted to chewing khat rather than smoking.

If you smoke and you do your running, you can't run as fast because you start breathing heavy.

Female Pakistani Participant (15)

I used to smoke but then I used to be right slow at running, but I've got faster since I stopped. I don't know why I stopped really. I guess because my mom found out and she told me to stop. Well, I was stopping anyway. I just didn't want to do it anymore.

Female Mixed-Race Participant (25)

For the mixed-race girls, of whom all but one had tried smoking, they provided the most detailed accounts of involvement in smoking, and with smokers. The effects of peer pressure are apparent in this transcript of two girls talking about smoking.

Young person 1: *I used to smoke just some of the time. I don't know why, just sometimes.*

Young person 2: No, she said 'used to' during the week, but if you ask her on a Friday, Saturday or a Sunday, she'd say 'yeah'.

Young person 1: No, I have stopped a lot, I have stopped a lot.

Young person 2: She's a, let me think how to put it, she's an 'occasional smoker'. Is that the right word?

Young person 1: I don't know. I don't smoke no more. I've stopped. I probably did it just because everyone around me was smoking. Even though I've danced since I was about this big [Visual], I still smoked, yes, but then I stopped.

Young person 2: Right, but even you can see a link between smoking and health and sports?

Young person 1: Yes, that's why I stopped.

Female Mixed-Race Participants (25 & 26)

For the following individual who was involved in array of underage activities, and had a history of involvement in anti-social behaviour, her accounts demonstrate the complexity some young people felt between smoking, peer pressure and conforming to acceptable patterns of behaviour.

I'm a regular smoker. I smoke about 10 a day; less at the weekend. It's not a habit; I can stop smoking if I wanted to. I never think 'Oh, I'm dying for a fag.' When I was 8, people started giving me a fag but that's it. I know I could stop smoking if I wanted to. If I'm playing basketball or football, I don't smoke. If you're asking me, I'm occupied, but I don't see how that affects how good a footballer or how good a basketball player I am.

If I'm doing some laps or 1500 or something, phew I carry about 8 asthma sprays around with me. [Breathing sound and laughing]. No, really, I used to do 800 metres and I used to do it in about 3 minutes, I used to just buzz around, used to love just running around and beating everyone, I just got an adrenaline buzz out of it. Then, last year, I did it again and I dusted everyone out. If you'd seen me running last year and you'd seen me before I smoked, you wouldn't see a difference, and I haven't seen a difference yet so, I ain't bothered.

Female Mixed-Race Participant (25)

Questioning elicited an understanding of poor health affecting the quality of life, and therefore an understanding of why young people have to undertake 2 hours of PE per week. There appeared to be a clear understanding of a link between poor health, obesity and sport, which transcended the ethnicities represented in the interviews. The young people regarded non-participation in PE as a form of disaffection with education holistically, and also saw that non-participation could be detrimental from a health perspective. Due to the age of the interviewees, discussion about this topic prompted talk about parental involvement in activities.

There were discernable differences in the experiences of young people depending on their ethnicity. The male and female African young people who originated from west, central and south Africa expressed positive attitudes towards education and had high levels of appreciation of all available opportunities. For those who did take part in sport, generally their parents had a high involvement in physical activity. For these African young people with low participation rates, though their parents often did no activity, the principal reason given was being busy working which occupied the majority of their time.

I'm from Zambia. I've been here 1 year 2 months. It's all right here but, it's kind of boring sometimes because I haven't got many friends I can hang out with outside school. My parents moved here for a better education. My mum is a nurse, a carer, and then my dad's an engineer. They used to go swimming but here they are always working.

Female African Participant (6)

In contrast, African young people from a Somali background tended to have a more laid-back attitude to educational opportunities, and they presumed that services were a right rather than a privilege. They were also critical of their social situation although they were often unwilling to proactively change their lives. Consequently, many parents or guardians of these young people were portrayed as having similar opinions and low levels of involvement with sport and physical activity in their local communities.

My mom's boyfriend is a builder, but my mom doesn't do a lot. I've got a baby brother and she takes him out on walks sometimes. She wants to do more but she just doesn't.

Male African Non-Participant (3)

My mum goes to the gym and my little sister goes swimming. She wants to set a good example for us and says 'I'm doing it so why shouldn't you?' – It doesn't work though!

Female African Non-Participant (9)

Analysis of the interviews indicated that, regardless of ethnicity, young people differentiated between their parents playing sport and taking part in exercise or fitness-related activities. Sport is perceived as playing games, such as football or basketball, and consequently when young people were asked if their parents took part in sport, many responded that they did not, but then went on to talk about their parents going swimming, or jogging or going to the gym, or to marginal involvement with younger siblings.

[My mum] She probably played sport when she was younger but, no, not now. No way, though she goes swimming. She used to go swimming lots more though.

Female Mixed-Race Participant (26)

My mom doesn't do sport but she goes to the gym at work and does some exercise because she's like forced herself to keep fit. She goes swimming and the gym after work. I don't know about my dad.

Male Mixed-Race Participant (19)

She goes to the gym a lot, to stay slim.

Female African Participant (7)

Well, my step-dad, he likes biking a lot, like downhill biking, and he's a BMX'er as well. He goes out to parks and bike tracks on weekends. My mom, she's not so, well, she's not very fit, she likes to go swimming, to keep her a bit fit. My dad and step-mom are like, my step-mom is like mega-fit. She goes to the gym like every day, and my dad goes riding sometimes on bikes. He goes to the gym sometimes as well.

Male Mixed-Race Participant (20)

My dad plays basketball. He just throws the ball to them [the boys] and doesn't play. He just shows them how to do things.

Female African Non-Participant (9)

My dad and my mum, they used to play sports when they were young. My dad used to play football, I think. My mum liked gymnastics and stuff, I think.

Female African Non-Participant (10)

No, my mum doesn't do anything.

Pakistani Female Non-Participant (16)

She goes to the local gym, to lose weight because she's fat. I support her Yeah. I make her go!

Pakistani Female Non-Participant (17)

Normally, just me and my dad go out in the garden to play tennis or something.

Female African Non-Participant (4)

The significance of religion was clearly articulated for many young people who saw that although religion was a significant part of their lives and who they were, its existence resulted in them either being excluded or them choosing to be excluded from elements of their lives, such as PE in school. This supported the findings of Sirin & Fine (2008), but was in contrast to the views of the practitioners, who did not mention this at all.

For those who indicated that they were practising Muslims, through their responses they explained the extent that religion played in their day-to-day lives, such as following certain rules, praying and fasting, and how it affected participating in sport. When queried about whether there was ever a conflict between religion and playing sports, for some young people there was friction, for others none. Without exception, all male participants felt that there was not a particular issue, as long as staff were sensitive to fasting and levels of energy. It was deemed more appropriate for males to play sport during Ramadan, and many did continue to take part.

I rarely do PE at all when I'm fasting. The school does give us the option of doing it, like participating or not, because it's just too tiring, you haven't always got the energy.

Male Pakistani Non-Participant (14)

Sometimes when I fast I still do PE because it's only like the first lesson [in the day] so you've still got energy left.

Male Pakistani Participant (12)

For females who fasted during Ramadan, some chose to continue to participate in PE lessons, providing that the lesson was at the start of the day, however, other more generic issues arose related to participating in sport.

Sometimes I've used my religion as a reason not to do PE, yes, because of fasting.

Female African Non-Participant (5)

Occasionally, when they ask us well, for me, when they ask us to do PE with boys, I don't really want to do it so I just refuse. I'll use my religion as an excuse.

Female Pakistani Non-Participant (17)

It's like when you're younger, you don't really mind because you're all just alike, but now, as you get older, you're developing and you just don't want to do it. I'd say it's like 50/50. Sometimes it is, sometimes it isn't a problem.

Female Pakistani Non-Participant (16)

We're Muslim. It's like we believe in Allah and we do like what Allah says in the Koran; we pray and we fast. In our PE lessons, sometimes, I mean, you're not supposed to do it with boys, dressed like in shorts and go do it with the boys, but it's not a problem, not really, because we're separated anyway. Generally though, they separate boys and girls in different PE groups and they hardly ever have mixed groups. And even the girls who aren't religious or anything, they sometimes feel uncomfortable doing it with the boys.

Female African Participant (5)

Both African (Somali) and Pakistani youth commented on their religious beliefs and practices and how being a Muslim links into their day-to-day life. However, issues to do with sensitivity and body consciousness were not just restricted to followers of a particular faith. Discomfort was a recurrent theme amongst some non-participant females who were acutely aware of their body, their appearance and the perceptions of boys. Conversely, males did not indicate that there was an issue about their own bodies or playing sport alongside girls.

I think that's the main point about feeling uncomfortable, because usually what we do in the summer, the white girls come in 'trackies' and a T-shirt, and we're not used to not covering ourselves fully. The whole point is covering yourself from head to toe, other than your wrists and your face. Well, then it gets really hot and we end up walking around in T-shirts and we still feel uncomfortable because of our religion.

Female African Non-Participant (9)

Being Muslim means you can't do PE with boys. Once you reach a certain age, you shouldn't be doing it with boys. Sometimes some people feel uncomfortable because of religion, but equally like some people are overweight. They are overweight and they are shy, so they don't feel comfortable.

Female Pakistani Non-Participant (16)

We feel really very uncomfortable, but it's as much to do with there being boys around. Boys just make matters worse.

Female Mixed-Race Non-Participant (29)

Lack of provision and non-sporting activities were perceived as reasons why young people did not fully engage with their local community and subsequently were excluded. When asked if there was any provision available in the local area, in some areas of the community there was no apparent provision of either school or community bases, youth clubs or centres. Where there were clubs, the take-up was quite low amongst the young people interviewed, and those who did attend were not overly positive.

I go out most evenings. We just walk around and listen to music. There is a youth club, no, there are two. I don't go to them but my mates do. I don't like it, it's a bit crap. They [my friends] don't go all the time, they just go sometimes. Mainly because everyone goes on Fridays, and then there's another one on Saturday. They're local and free; well, one is at the end of my road, but it's still rubbish.

Young people explained what occupied their free time, which for many centred on what could be regarded as anti-social behaviour. Having identified the extent of understanding of the notion of anti-social behaviour, young people went on to explain how they spent their free time. As indicated in the selection of quotations provided, there are clear differences between groups of young people, depending on their ethnicity and gender. The extent of involvement in anti-social behaviour ranged from non-existent to heavy.

There's not much to be involved in that I know about near where I live, and I like spending time with my family. I hang out with my mates or my sister and my mom and dad. We go out sometimes and stay in sometimes. When I go out, I go like shopping or go out to dinner; something like that.

Female African Non-Participant (10)

I go to the gym sometimes but I don't do sports in the evening. Sometimes I just go to my friends' houses, but it depends, it depends. Sometimes we go shopping, sometimes we go to the pictures, sometimes we stay in the house, sometimes we just hang out around here.

Female African Participant (6)

Well, I go play football sometimes with my cousins. If it's raining, I just stay at home. When I'm at home I go on the computer, MSN, and talk to my friends.

Male Pakistani Participant (13)

The same sorts of things as everyone else I guess, but instead of playing football, I'd rather play cricket, or I might just go out, or go to a friend's house or my cousin's house, [to] talk to my cousins.

Male Pakistani Participant (12)

I'd rather play basketball than football, but sometimes I do play football. I go out on the streets, like in parks and stuff, with my mates. Sometimes we just wander around the streets and just sort of hang around the street corners.

Male Pakistani Participant (13)

All young people had, at some point, just 'hung around on the streets', in pairs or in small groups. Some had never experienced any consequences as a result of their presence, such as these young male Pakistanis.

No, I never get in any bother. No not really, because the area where I hang out, everybody knows us. We just sort of stand around and talk with friends.

Male Pakistani Non-Participant (14)

My road's quite quiet, so not much happens. I really don't go out on the streets that much. I mostly go to the parks. We've got 2 parks next to us, so we just go down there, but that's it, really. No issues.

Male Pakistani Non-Participant 14

It's the same thing, but our park is much further away and the road is quite quiet so, if you want to go to my friend's house you have to like walk a long way because he lives kind of far away from me. We don't get hassled or stopped or nothing.

Male Pakistani Participant (12)

Whilst the narrative provides details of youth socialising on streets with no problems or issues, there were a myriad of other accounts where young people had had encounters, some of which

culminated in police intervention. Much of the cited poor behaviour took place on the streets in the evenings, and through word of mouth was relayed to others both in the local community and also at school. Three skateboarders talked about their encounters whilst skateboarding on local streets.

I like skateboarding outside of school. Anywhere. Like I ride past houses and when I come back up, they [local residents] always have a go at us. I think they have young children and it's always about 5 o'clock. It's stupid. I just walk off. I don't listen to them.

Male Mixed-Race Participant (19)

This woman always calls the police on us when I skate in the middle of the road when there's no cars, and then [she] lies about stuff and says we've done things like let the tyres down on the car. The police have talked to us; most of the time they're all right, they just tell us to move on. It's not like serious; it's kind of like wasting my time.

Male Mixed-Race Participant (20)

I used to skateboard in a skate park, but I'd rather do it on the streets. It's more fun than like going round and around in a skate club. You get to explore more in the street. I like variety, but it means we get picked up by the police all the time.

Male Mixed-Race Participant (21)

These mixed-race young people had all experienced encounters with the police or knew someone else who had.

When I was younger I used to play 'knock a door run' a lot and I got caught doing it quite a lot. I used to get caught by the police 'cos I wasn't very good. They just said not to do it again; I did eventually because it just bored me.

Male Mixed-Race Non-Participant (23)

I had a friend that had one of those mopeds, who got stopped by the police for going on it on the roads. They took it off him; I don't know if he ever got it back.

Male Mixed-Race Non-Participant (24)

My mates were drunk and the coppers stopped them and well, they said they had to go home and then they walked away and she went off on one swearing and shouting and stuff. Then this other girl, she gave all the details to the coppers.

Female Mixed-Race Participant (25)

I haven't had any trouble with the police really. Normally, it's just a stop and search thing. Some of my 'associates', if I'm in Hillsborough and I miss the bus back home, sometimes I might flag them down and they give me a lift home.

I know [it's a bit cheeky], but still, it's like one time I got stopped as soon as I got off the bus and they all came and took our names because this incident that happened wasn't that bad but we had nothing to do with it but still, they took our names. My mum was shouting at me down the phone so they said like 'Oh let's give him a lift home' and afterwards it was okay. But, it was mistaken identity. There is a kid who looks like me, the spitting image of me, I'm amazed. He's like a bad kid in the area and I'm always getting stopped because like he usually gets in trouble with the police and I always get blamed for it.

Oh, and I had to provide a witness statement for something that happened at school, and that's about it really.

Male Mixed-Race Participant (19)

In line with the comments of the Police Officer, certain types of crime tended to be more commonly committed by certain ethnic groups, such as assault and woundings, which were synonymous nationally with 'black on black' crimes, and was replicated in this research.

Someone got shot down the street. It's happened twice. I didn't know them, not really, apart from one of the young people; her dad was friends of the guy. But, they just stopped in and asked us if I had any information. I didn't feel bad because no one was really talking up, so they just asked me, so it was just normal procedure

Male African Non-Participant (3)

I had a few encounters, they were a bit back. I got beat up at the top of my road by a 19 year old and I ran down to my house and my brother came out and he was a bit mad at it. So, like, we both beat the guys up who beat me up and then we both got locked up for it, and now we're on bail, but then they dropped charges; not enough evidence. But, apart from the fact that I just got battered, they weren't really bothered about that, it was as soon as we did something, they were ready to put me in the youth offenders unit. They didn't try to get him, the person who beat me up; he smashed my head through a car window! I got a couple of black eyes, but they weren't bothered. He was all right, the policeman, but they didn't take into account that I'd just been beat up.

Well they gave me a two week bail date and then I had to go down to the bail at about 7:30, and they phoned my mum up at about 6:45 and said the charges had been dropped, so there is no need to come in. Everything got dropped.

How do I feel about the police? It depends, really, if they're doing something for me, then, I don't know, sometimes I'll be like 'they really don't do nothing for me', so I'll just take them as they are. Some of them are all right...like after school, across the road from the school, there are four officers and they're nice, so if they get on with me, I'm all right with them.

The community police officers, I don't know, with all the kids coming out of school they just make sure everything is all right and there's no trouble. The two that are outside our school, they are all right, two women. Yeah, every time I see them when they drive past and that, they wave and stuff.

Male Mixed-Race Participant (20)

One prolific offender had a variety of stories to recount about her encounters with Community Police. Here she summarises what she regarded as her 'major achievements'.

Yeah [the police], they always seem to come and get me. No one else, though. They always seem to come to me straight away, when there's a big group, so if I look over at something, I'm quite a bit taller because the lads they haven't started growing as much yet and I'm quite tall. So, when I see them, I try ducking down so I mingle in with the crowd. Coppers just go 'Hey, [name] come 'ere'. I'm quite well known, probably because they've locked me up for criminal damage, sexual affairs, threatening behaviour, aiding and abetting robbery, theft, quite a few things. The police, I don't like them. I mean, don't come near me, don't bring no coppers near me. I don't like them. Don't like them at all.

Female Mixed-Race Participant (25)

Whilst this was an account from a prolific youth offender, generally relationships with the police were positive. When young people had the opportunity to develop a relationship with police,

such as the officers based in schools, the perception of the community police force tended to be more positive than of those in patrol cars, who were strongly criticised.

The only time I ever see the police is when they are doing something bad. I never see them doing anything good.

Female Pakistani Non-Participant (17)

There is that one cop, the one who works in the school, he's all right! But like your regular ones out in the street, nah. Sometimes I just avoid them like the plague.

Female Pakistani Non-Participant (18)

The one that's in school, he's all right. You see him on a regular basis and you get to know him. But, the ones you don't know you just see and you just think 'Oh, God!'

Female Pakistani Non-Participant (16)

All young people, regardless of their ethnicity, perceived exclusion as part of their lives in one form or another. Mixed-race youth had involvement with underage alcohol consumption, whereas Pakistani females linked non-participation with future health issues. Practicing Muslims of all ethnicities perceived exclusion in relation to religious beliefs and practices, which was an issue not identified by any of the adults interviewed. For both Pakistanis and African young people, the qualitative questioning enabled them to express deeper views on social issues, particularly issues to do with anti-social behaviour and involvement with the police. There were clear differences between male and female young people in relation to perceptions and first-hand accounts. Many more males from these two groups had direct or indirect involvement with the police, though often this was peripheral involvement, such as stop and search situations. The views of the girls was that boys tended to get into more trouble, and although they themselves knew of situations that had arisen, they had not been directly involved. For mixed-race young people, there are far fewer differences by gender in relation to perceptions of social issues, particularly involvement with the police, and attitudes related to behavioural patterns.

This section has exemplified the extent of first hand exclusion on all young people's lives and, rather than the theoretical approach adopted by the majority of the adults, the accounts display the real experiences and the differences in personal involvement with all aspects of exclusion.

7.4.3 Young People: Understandings of the role sport to tackle exclusion

Young people were asked about the role of sport and how it may be used to aid avoiding exclusion, which prompted a diverse range of responses. The smallest number of responses came from Pakistani females who could identify with making new friends but little else. African young people drew coherent links with careers and job prospects, whereas mixed-race young people drew links with self-fulfilment and gaining personal attributes, such as discipline and teamwork.

I ride my bike a lot; it's a BMX. Sometimes, once a month on a weekend, I ride out to my granddad's house; it's like 15 miles away. I ride on the side of the Parkway

[where] there is this little path with trees. My brother goes with me 'cos my mom won't let me go that far away. It feels good after you've done it because you've gone that far. It just feels good.

Male Mixed-Race Non-Participant (24)

I love it. I get a proper right buzz off it. It makes me feel high, you know what I mean! I don't know you can't explain it, it's just a right good buzz, a buzz that nothing else can give you; just a buzz, a right buzz.

Female Mixed-Race Participant (25)

Discipline and teamwork were traits more likely to be expressed by young males who participated in sports, whereas performing, gaining confidence and making friends were expressed by female young people.

In cricket, it's like discipline as, well, there's a lot of discipline to it, so it learns you how to act in team situations when you need to step up and see what's happening, what's going wrong in your match. Even if you're not captain, you need to step up, take control, so it's like disciplining you, gets you wiser in team situations.

Male Mixed-Race Participant (20)

In skateboarding, most of the time you end up getting angry at yourself, so it's like to keep control of yourself if you can't do something, just go and practise. You've got to keep going, if you can't do something, you've just got to keep training and training until you can get it.

Male Mixed-Race Participant (21)

You learn to be more flexible.

Male Pakistani Participant (12)

How to control my temper because I get mad at my mates and start oozing, that's it, man. If I got up in the morning and it ain't going my way, you're eating it. I get right mad in football if someone else scores, I'll just set it up for me and then pass it POW. Kick them straight in the shin or something, yeah then they go down, [and] I get sent off. So I have to learn how to control it for everyone's benefit. Don't want to let no one down, yeah.

Female Mixed-Race Participant (25)

African young people were more likely than any other group to view the principal reasons for participation in school as it may be a requirement of a future career. It was not made clear whether these were young people who had taken GCSE PE or whether they were simply referring to taking part in any school-based sport.

So maybe like for the future, if you want to be a PE teacher, you have to do PE because you can't be a PE teacher without PE.

Female African Non-Participant (11)

To do a specific job, like a paediatrician, doctor, nurse, yes, because they talk about your bones and biceps and triceps and what moves while you are stretching.

Female African Non-Participant (10)

A range of ethnicities suggested multiple potential skills and benefits, and they were also able to link involvement in sport with life beyond school. In relation to the future, many of the young people were quite aspirational in what they wanted to achieve, particularly females who knew

what career path they wanted to pursue and what they would have to do in order to achieve it, in terms of qualifications, which universities and how long it would take in an ideal scenario. The African females had high career aspirations, particularly in the medical professions, including what it took to become a nurse, doctor, paediatrician or a surgeon.

I don't know yet. I haven't decided. I think like working with people with like computers but I don't want to work with kids because they are too noisy. I like them but I don't like working with them; they're all right but they are too noisy.

Female African Participant (7)

I like working with kids. I like working with little children. Someday I might end up working at a primary school. I wouldn't mind being a PE teacher or something. That would be all right. I'd like to work in a behavioural school in PE or something, like with kids with behavioural problems and that. I would probably take an interest in that kind of thing. I mean, I can relate to them more than just a standard child.

Female Mixed race Participant (25)

A teacher. A teacher of little kids. Yes, below Year 3. I don't really like anything above that. I would need at least 3 A levels and maybe an AS and a degree, either in anything that I use doing that teacher thing or a degree in teaching, and you'd need some experience as well. Then you could become a teacher.

Female Pakistani Non-Participant (17)

I'm thinking about being a midwife. To be a midwife you just need 3 A levels, 5 GCSE's, English and Maths. 3 A levels in anything, but mainly to do with health, and I think about 3 years nursing and then 18 months after that to do midwifery.

Female Pakistani Non-Participant (18)

The males of all ethnicities were less focused than the females, many of whom could not name the specific occupations they wished to pursue in the future, but could still identify skills that they had learnt through sport, which could help them in the future.

Sheffield's biggest drug dealer. I'm only messin' chill out, chill out. A Levels, then going to university.

Male African Non-Participant (4)

Computers and electronics, but I like art as well.

Male Mixed-Race Participant (21)

I'm a cricket man, really but my mom was saying I need something to fall back on just in case it goes wrong, so I'm going to try and get a job or whatever first to fall back on, just in case. I've been talking to a careers advisor and I want to do something like business studies or stuff like that, so I would do business studies at college but I see myself playing cricket for as long as I can.

Male Mixed-Race Participant (20)

Well, music really. I want to go into the music business, not so much performing but like production with bands and artists. But then again, I need a fall-back because it's too competitive. See, I've got a thing here; I've got a lot of experience with family and music because like my family, well, like my dad's side of the family, are big on music.

Do you remember Liberty X? My dad was involved in that show. My cousin, Charlene, she's starting to get a bit of recording deals. Bob Sinclair, he's like my

dad's cousin, you've heard his music. But, I mean, I gotta have a fall-back, you know.

Male Mixed-Race Participant (20)

Discussions about parental involvement in sport lead to discussions related to role models and who supports the young people in their activities both inside and outside school. Young people perceived that there were some benefits to taking part in sport, but participation must be linked to an adult role model who could provide support. Where young people did not participate in sport, there was no mention of a specific person supporting them or acting as a role model, as expected.

No .No. My family doesn't like me playing sport, really. I'm a girl; you don't play sports when you're a girl here. That's what my family think. Yes, especially football and that, I just say 'All right then.' That's why I stopped playing football; I don't play for the team anymore.

Female Mixed-Race Non-Participant (28)

For those who did participate in sport, their support networks ranged from parents and teachers to team managers.

Well, I've got a lot of people, really. My mum. How do I say this because it's kind of bad, but I get encouragement off my family, but I don't get a lot of encouragement but it doesn't really bother me that I don't get it because I've still got my mom. She like takes me to training every week, which is about 20 miles, and my dad takes me to all my away matches that are way out outside Sheffield. I get encouragement off them, but not like, like some of the parents push you, but I don't like that so I'm kind of happy the way it is. But, my manager shows me encouragement because I went through a really bad stage at one bit. In football everyone, like my mates at school, they are all better players at school and they were sort of giving me grief about it. At one bit, my manager kept encouraging me to keep playing because even though I don't play that often at school on my team, he still wanted me to play and he showed me a lot of encouragement.

Male Mixed-Race Participant (21)

Definitely my granddad because he is like cricket mad and goes to a lot of my games and stuff. He takes me to training, takes me to matches, comes and watches me on the weekend and that.

Male Mixed-Race Participant (20)

Well, my step-dad's telling me like to do things and get out more and keep fit and things like that. Like if I want to go to another city, to another park, he takes me there and things like that.

Male Mixed-Race Participant (19)

Well, all of my family is supportive, really. My mom pays for me, my Nan and my granddad. All of my family is supportive, but mostly probably my parents and teachers at school.

Female African Participant (6)

For one person who played sport in school, his parents had no positive impact on his participation levels; the only input was from an older sibling. For others, it was apparent that it was the more traditional influential role of the PE teacher whose input affected participation.

Hmm well, yes [female PE teacher] 'cause, I think she knows that I like sports and when people are going to athletics, like for the school, she asks me to go. It makes me feel well, bad sometimes because all my mates are going. It's just if someone drops out, then I get to go.

Female Mixed-Race Non-Participant (28)

However, not all young people felt their PE teacher was a role model, and young people were just as likely to be heavily influenced by their peers.

As for my PE teacher, no I don't like her, don't like what she says.

Female Pakistani Participant (15)

My friends are my biggest influence, mostly outside school.

Male Mixed-Race Participant (20)

The qualitative responses obtained through interviews reinforced the association with sport and health. Young people of all ethnicities identified a correlation between a lack of exercise and increased poor health, especially obesity and weight related problems. They also cited the potential benefits of what could be achieved by taking part in sport and PE at school. Unlike adult respondents who simplistically linked sport and exercise and obesity, the young people expressed more elaborate associations with better body shape, breathing disorders such as asthma, and Coronary Heart Disease. A sample of all of the responses are reproduced here, and when grouped together by ethnicity, gender and participation level, collectively they show the comprehension of a link between participating in sport and reducing health disorders.

To keep you healthy. So you don't have problems with your heart and lungs.

Female African Participant (5)

You have to think about being healthy. My mum, she's a diabetic so she goes to the gym, because I think it helps her diabetes sugar levels and all that. I'm not sure, but it's like she's always saying illness runs in the family, so if you want to keep healthy you do exercise.

Female African Non-Participant (9)

It is beneficial to your health and stuff like that and it's good for you to do some form of sport or activity that makes you breathe harder or whatever. Losing weight and stuff like that.

Female Pakistani Non-Participants (16 & 17)

So you don't get fat! Because of America. Because they've got big, fat people in America, so it means keeping England nice, and active.

Female Mixed-Race Non-Participant (25)

To keep your heart healthy. You'd probably have breathing problems or something. A lot of people don't enjoy sport, especially if they're overweight or whatever. Girls especially.

Female Mixed-Race Participants (25 & 26)

Being fit is important if you didn't do any sport. You'd get fat! To keep fit. Learn new things. It's like you don't get illness and things. It's like, there's so many illnesses,

you're less susceptible to if you're fit, like heart failure, heart attacks and stuff. It does worry me sometimes because I've got really bad asthma, so especially in summer, when I've got really bad hay fever and that really brings my asthma on, too.

Male Mixed-Race Participants (19 & 20 & 21)

The transcripts indicate an awareness of the young people in identifying sport and good health. However, Somali girls were particularly articulate about how they perceive physical activity playing a part, or not, in their futures. They were vocal in the way they see sport as being for boys, something they have to do in school but outside school it was a male trait or pastime, thus, the likelihood of taking part in sport beyond their time at school would be limited, except when they had children themselves and would try to be a positive role model for their own children. These characteristics were similar to those exhibited by Pakistani girls, who similarly unequivocally separated involvement in sport by gender, and saw their involvement at a practical level as limited to going swimming and watching their children when they become parents.

In line with all the interviews conducted, the young people were asked if there was a correlation between sport and social exclusion. They were asked whether young people had more to do in their spare time, would they be less susceptible to being involved in anti-social behaviour and being excluded from society. Every ethnic group responded, with an overriding positive response, though there were caveats. For example, one young people felt sport was useful, but that there must be other activities as well. Some females thought that using sport would be productive for boys, but did not recognise its worth to females.

Sport could be quite important for some lads particularly, to keep them out of trouble

Female African Non-Participant (10)

Yeah because, you know, if you go somewhere from about 5pm, because 5 is about the time people get in trouble because they are staying outside, then if you have something to do, then you're not outside to do it.

Female African Non-Participant (11)

It's important to have lots of football, basketball, different activities, so you can meet some other people, mix with other people.

Male Pakistani Participant (12)

Well, there's not much culture in our area, so we could do with cricket, football and basketball and coaching staff. Well, you don't hardly get any training from anyone, so we mainly just play ourselves. But it keeps us off the streets.

Male Pakistani Participant (13)

Because, it's better for them to not be on the streets but to be on a football team playing out and doing stuff like that. So, I would link anti-social behaviour with negative thinking of sport.

Female Pakistani Non-Participant (17)

Yeah the ones that have not exactly like fallen off the cliff, the ones that are just about to get in bother, they could possibly get them involved in sports.

Male African Participant (1)

If you put on the right activities, kids will get involved. If it's something I don't like then I won't, so you have to think hard to cater for everyone.

Male Mixed-Race Participant (21)

If there was a reward behind it, that is all. Rewards like trips. For example, Alton Towers. If you put that there, that would motivate you. You've got to have other things to do.

Male Pakistani Non-Participant (14)

I don't think you could rely on sports alone. You've got to have other stuff as well.

Female Pakistani Non-Participant (19)

Despite the heavy involvement in sport, the following young people had numerous encounters with the police due to their presence and behaviour on the streets on weekday evenings and weekends. Whilst the incidences are not confined to males, they are confined to one ethnic group; mixed-race youth.

It depends whether it's summer or winter, because in winter, I stay in a lot but when it gets like it is now, I either go and play football if I've got football training or something like that, and sometimes I go and meet my other mates and hang about. It's mainly weekends that you get in trouble. Well, it's not trouble, but weekends you're more likely to be hanging about. Weekdays you're always doing something but weekends you really don't play sport, apart from Sunday morning.

When asked what would stop him from getting into more trouble or being in the wrong place at the wrong time, he responded with:

I don't know really. Some weekends you just gotta like mellow out or go in town. You're not, more or less, causing trouble It's like hanging about because there's nothing to do. Well, no one likes to do sport on weekends, do they really? Some people like to, but the ones I hang out with, we don't like to do sports on the weekend, apart from football or cricket on a Sunday or a Saturday morning.

Male Mixed-Race Participant (19)

For questions specifically related to anti-social behaviour and associations with the police, young people were asked about the police fostering relationships through sports-based initiatives. They were asked if police involvement would influence their participation.

No, I wouldn't get involved, I would be a bit wary, wary of her because she's police. I don't really like them and I don't trust them.

Female Pakistani Non-Participant (16)

I don't think police should have anything to do with sports and stuff.

Female Mixed-Race Non-Participant (29)

[Involvement in police led activities] depends on what I have planned for the night. I don't know, if I had something more interesting planned, like some cigarettes, alcohol and hanging around on street corners, then I'd do that instead.

Female Mixed-Race Participant (25)

Some young people displayed bravado and a sense of pride in their lack of involvement in sport, however, many could still see its purpose and potential benefits in a wider context.

PE, it's different I suppose, and you can use it outside school, like if you go with your friends somewhere, it's better to know how to do certain sports because it's like a waste of time going where you don't know how to do the sport and everyone else does, so you're left behind. When you do it at school and you learn it, then it's easier for you.

Female African Non-Participant (10)

In contrast, other young people perceived sport as having no role or benefits in a wider social context.

It doesn't matter why we do it [play sport], it won't affect me later. I am more in the mindset 'when I die, I die'...there's nothing I can do about it, so why bother doing sport now? Even with the potential of all the health benefits and skill benefits, sport is only partially a motivating factor I guess, because you want a good quality of life you don't want to die a slow, painful, horrible way, but really, you could do all of that sport and it could still amount to nothing. All things being equal, death begins when life ends.

Female Pakistani Non-Participant (17)

7.5 Conclusions on the findings from young people

This section of the results has established the views, opinions and perceptions of young ethnic minorities in relation to PE, sport, patterns of behaviour, exclusion from society and sport's potential use. It is perceptible from these responses that the qualitative dimensions of semi-structured interviews add depth to data collected purely quantitatively. The young people's comments provide first-hand detailed accounts of their lives and experiences.

All ethnic minority young people understood the reasons for physical education being compulsory in school and expressed their views about why they were involved, or not. Exclusion was expressed in terms of their diverse first-hand experiences, which stemmed from anti-social behaviour through to young people being able to see issues such as disaffection with education and poor health as additional issues which could lead to exclusion from society. The responses to the belief that sport could be used to tackle wider social issues was the most negative response out of all those who were interviewed. Potential benefits were expressed in relation to health benefits and transferable skills, which could be used to gain employment in the future. Sport's use in tackling poor behaviour, low attendance and low-level disruption in school was not raised as an area where the young people could see sport playing a positive role, which was in stark contrast to the SCCo interviews.

In relation to anti-social behaviour, (the area where the young people were most vocal), all young people were eloquent and able to express strong views about their involvement in sport and who influenced their participation, and whilst many were involved in sport and were active members of sports clubs and teams, some at County or representative level, it did not appear to

have any bearing in reducing the problems they encountered in relation to street crime, vandalism, bullying and general anti-social behaviour. Indeed some of the accounts of encounters with the police are the most graphic, and interviewee's views of the potential benefits of being involved in sport reflected the society in which they found themselves. For some of these young people, both male and female, exclusion was part and parcel of the multi-ethnic divergent society to which they belonged, essentially a *fait accompli* which cannot be affected by involvement in sport.

Chapter 8: Discussion

8.1 Introduction

It has been claimed, predominantly through a political agenda, that sport and the arts can have a positive effect on the state of the nation in terms of reducing social exclusion and building social capital. According to Long (2002), analysis suggests that sporting projects allegedly bring benefits in relation to empowerment, social exchange and citizenship. Jarvie (2006) argues that sport is an arena through which groups actively re-work their relationships and respond to changing social conditions. Entine (2001) notes that sport can be used as a medium for the subtle refinement of racism to examine the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion additional factors associated with social exclusion. Despite government policy and the academic literature written on these areas, there is a widespread lack of evidence to support the actual or perceived impact of an increase in sports participation on young people of any ethnic background.

The purpose of this chapter is to provide an examination of the results linked to pivotal findings, which relate to the initial research objectives, plus a discussion of the emergent the emergent themes from the study. Key to this discussion is the appreciation of how the adults' and young people's understandings compare in relation to the key themes.

Aim: - This research has sought to examine the perceptions of the benefits of sport for young people from ethnic minority young people in the context of social exclusion.

Four inter-related objectives have been addressed:

- To analyse the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities;
- To establish the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people;
- To determine the experiences and perception of the benefits of sport for ethnic minority young people, within their broader lifestyles.
- To identify ethnic minority young people's understandings of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport.

Whilst the results chapter has shown the extent of the findings related to the objectives, this discussion indicates where these support prior postulations and where they contradict previous beliefs, and the emergence of new findings. Indications are made where the judgements add to or extend the current awareness and, therefore, serve to broaden what is already known. The

overarching theme within this discussion is consideration of the convergence or divergence of perceptions between the two groups; i.e. those responsible, at various levels and in various roles, for the delivery of sport to address inclusion, and those who are the intended recipients of such efforts. For example, although the majority of adults interviewed work closely with children in an educational dimension, the discussion considers the extent to which the two groups appear to hold compatible views of the issues young people face and the role that sport may play in addressing them. Overall, the research identified a number of areas of commonality between the two groups, but also areas of divergence. The structure of this chapter reflects these varying perspectives in connection with the key themes of identity, social exclusion and using sport as a vehicle to tackle social exclusion.

The notion of ethnicity has been examined in previous chapters and literature indicates that membership of an ethnic minority group is recognised as a factor which exacerbates the likelihood of being socially excluded (Pilkington, 2003). At the outset of the study, care was taken to reflect diversity in ethnicity, utilising categories used in the General Household Survey, as supported by the ONS (2005). However, during the discussions with the young people, it was found that these categories did not reflect their perception of the complexity of their own ethnic identity. Consequently, this emergent issue is explored in detail from both an academic and personal perspective. The young people were particularly articulate about explaining their 'hyphenated' identities (Sirin and Fine, 2008); they articulate the notion that within the group, whilst roles are clearly defined, goals are shared and no great emphasis is placed on the development of an exclusive personal identity. In contrast, the discussion identifies adult perspectives of ethnic identity as being more strongly associated with religious practice. To some extent this mirrors the views of Basit (1997) and Parekh (2000), who believes that teachers often appear to apply the norms of the majority population to the everyday life of ethnic minorities, thus failing to appreciate the subtle distinctions between different ethnicities. This fundamental occasional disjuncture between adult and youth perceptions is considered below.

The notion of social exclusion is explored, and its manifestations from both an adult and youth perspective are contrasted and discussed. Politically, it is perceived as being prevalent in contemporary Britain, affecting diverse sections of the population, including young people. It has been shown through the work of Burchardt et al (1999) and Jarman (2001), that it can take on many forms, though these have been simplified in policy discourse into the categories relating to health, education, crime and housing. The discussion reveals some differences in the connotations of the meaning of social exclusion to the two groups, and examines reasons for the difference.

The discussion addresses perceptions of whether sport can be used as a vehicle to tackle exclusion issues, as claimed by the SEU (1999). The view that sport can be successfully utilised is shared by the majority of the adults, with the exception of the community coach. In contrast,

the young people adopted a more immediate stance and tended to share the views of researchers such as Coalter, Allison & Taylor (2000).

8.2 Ethnic Identity & Diversity

A key emergent issue from this study is that of identity, in particular how individuals conceptualise and perceive their own identity. This section develops the discussion regarding the historical development of identity related to ethnicity, followed by a discussion of the key findings from the study.

The adults did not demonstrate awareness of the extent of the fluidity or ability to inter-change ethnic categories of the young people. In contrast, the young people demonstrated a greater degree of variability when explaining their own identity, which can be aligned to religious beliefs, parental influence and friendship groups.

It has been claimed by researchers such as Levitas (1998), that in the latter half of the 19th century, non-European settlers commonly found themselves subject to racial exclusion as a result of their identity. During this period this was the focus of much academic research, however, according to Back (2004), in the UK, much of the more recent academic focus has gradually shifted to issues of ethnic distinctiveness, with the belief being that identities of ethnic minorities are not some primordial stamp, but are fluid and formulated continuously, in a process of negotiation with a number of economic and political forces that shift over time. The evidence which has emerged from the literature and from this study indicates that many young people are highly mobile in linguistic, religious and cultural terms.

Work by MacClancy (1996) and Phinney (1996) consider models of development of ethnic identity, illustrated in table 8.1, where young people develop along a linear process which is not age delimited.

Table 8.1 Ethnic Identity Model

Unexamined	Young people who have not explored their ethnic identity
Searchers	An event or incident (often negative like witnessing or experiencing racial harassment) marks a turning point and leads to a process of enquiry concerning the roots of their ethnicity
The achieved	Young people have come to a resolution of their identity accepting a position vis-à-vis their own culture and the majority culture

Adaptation of work by Phinney (1996) and MacClancy (1996)

Much of Phinney's work is based on American culture, as comparisons between different cultures are rare in the European context (Verkuyten, 1995). However through this model it is envisaged that the young people interviewed would be at least 'searchers' based on their age and educational experience.

As White (2002) states, specifically referring to ethnic minorities, these individuals draw eclectically on every tradition available to them, and are strongly committed to ordering their own lives, on their own terms. This indicates that far from moving between parallel lives or operating double standards, they can deftly contextualise their identity, as stated by Basit (1997). There is an assumption amongst many recent researchers that cultural identities are extremely fluid and variable (Sen, 2004; Bhatia, 2007), specifically when understood through a diaspora, and chiefly when embedded in youth culture. These cultural identities are a changing aspect of young selves, flowing in interaction with other complex dimensions of selfhood, including gender, skin colour, religiosity, community and material wealth (Modood, 2007). This is clearly identified within this study and is shown through the young people's interview responses, which demonstrates adeptness at bringing together a multitude of personal features to produce a sense of 'self'.

I guess you could say I live on the hyphen

Hdice, Syrian American, 17 years old. Sirin & Fine (2008), p 1

In relation to categorising ethnic identities, criticisms of the limitations of ONS categories have resulted in more recent data source classifications acknowledging the significance of complex hyphenated identities, such as Asian-British and Black-British. It appears that rather than a process of assimilation or compartmentalising, as advocated by Solomos and Back (1995), multiculturalism has been adopted whole-heartedly particularly by young people, of all races, but specifically by ethnic minorities and immigrants. Youths strive to preserve their culture, including food, language and music, thus interacting in harmony, which could be described as preserving a 'cultural mosaic' of separate ethnic groups, and is in contrast to the 'melting pot', as suggested by Miles (1993).

Young people appear to view ethnicity as fluid and appear to embrace variety, which in turn helps them to identify where they fit in life, in society and in their friendship groups. US based literature by Helm (1994) supports the notion that racial and ethnic distinctions feature largely in the identity formation process. Differences shown by young people may be viewed in terms of opting for which feature is more significant. For example, some African-American Muslims may view their racial identity as more salient than their religious affiliation, owing to the unique history of blacks in the US. Similarly, given the significance of physical visibility, most members of certain groups, such as Arabs and Pakistanis, are more easily identified as Muslims and therefore may have a considerably different route to religious identity than do Muslims from central and eastern Europe, or white converts who are not so easily identifiable as Muslims. Similarly, for Bale and Cronin (2003) and Nguyen (2005), in the UK Muslims often adopt a more acceptable identity based on an affinity or visible acceptance with the majority population, rather than create antagonism.

There is evidence within this study which strongly supports this; for example, with refugees choosing to be African, black, 'other' or Muslim, depending on the circumstances.

I'm Somalian, I came from Holland but originally from Somalia. I've been in England a few years, about 6 years, since 2001. If I'm filling in a questionnaire and it says 'what's your ethnicity' and Somalia isn't a category, I just tick 'other' because it has to be more specific to me.

Male African Participant (1)

Brown (2000) and Nguyen (2005) lay out theoretical and empirical analysis showing how first and second generation immigrant Muslim adolescents have carved out hyphenated selves in the contemporary diaspora with creativity, resilience and hope. Equally, Sirin & Fine (2008) claim that hyphenated selves refer to young people's many identities, including their standings as Muslims or Americans, their history, politics, geography and biography. In this study the adults generally fail to acknowledge hyphenated identities, which echoes the work of Parekh (2000), who indicates that there may be differences in perceptions of ethnic identity amongst adults working with young people. The young people were adept at hyphenating their religion, ethnicity and place of birth. Religion clearly played a large part in the young people's decisions and hyphenated identities, and although they were proud to be Muslim, they were also aware of the political climate and the need to be cautious about publicising their religion.

From the young people's comments it was clear that they were aware that at times critical distinctions were blurred, particularly when referring to the Asian community and the African Caribbean community, commensurate with Parekh (2006). According to Modood (2007) Black, Caribbean, African and South Asia Asians prefer to define themselves in religious terms, as did many of the Somali females interviewed. This was demonstrated in this research, as although students clarified their cultural heritage, they were often more keen to define themselves through their religious identity and to talk about their religious beliefs and practices.

Whilst the young people interspersed religion and ethnic identity they could also articulate their individuality. They did not attribute characteristics or limitations based on religion, rather they saw their religion as an enabling factor, with pride and as a positive factor in their lives. Overall, the young people appeared to readily adopt a fluid sense of ethnic identity as suggested by Parekh (2000). This fluidity enabled them to accept variations and differences rather than homogenise all ethnicities, in complete contrast to the adults.

UK discourse has shifted from race and racism issues, to a small proportion of the recent literature concentrating on minorities adopting a sense of 'own' in comparison to the majority population (Sirin & Fahy, 2006). UK research is amorphous concerning hyphenated identities and there is a lack of depth in the literature (Verkuyten 2005). Though it is apparent in this study, this area is one which requires more exploration to aid understanding. In contrast, the notion of a hyphenated identity is an emergent issue in American literature, where there is a more exhaustive body of work, e.g. Nguyen, (2005) and Zahl, Salah & Fine (2007). However, similarities exist between the experience and perceptions for young people in both countries

(Wilkinson & Kitzinger, 1995), as exemplified in the hyphenated fusion of identities, which emerged as a key issue within this research.

As suggested by both Abbas (2004) and Burgess, Wilson & Lupton (2005), making broad, albeit statistical generalisations about minority groups is problematic because important variations among members are often overlooked. The variations identified by the adults tended to be related to 'black kids', Pakistanis or Muslims who were specifically singled-out due to specific dress codes, poor behaviour or exceptional sporting ability. According to Sirin & Fine (2008), such generalisations are risky for a loosely defined group like, for example, Muslim Americans. Researchers claim providing general demographic parameters may cause the reproduction of discourse that puts a large, fairly disparate populous, into a single category. It was of interest that the senior sports interviewees held more nuanced views.

Religion tended to be the one distinguishing area of commonality amongst the adults, in that perceptions of the young people's religious beliefs tended to affect their perceptions of individuals, and participatory behaviour. For Jenkins (2004) and others, ethnic identity is closely connected to their expectations of religion, therefore it is not out of place for the adults here to combine religion and ethnicity, though it can clearly colour judgement. A common catalyst for much of the academic literature is the predominantly negative association with the September 11 attacks and the growth of Islamophobia, the wars in Iraq and Afghanistan, train bombings in Madrid and London and ongoing tensions created by the Israeli / Palestinian conflicts. As stated by Sirin and Fahy (2006), despite enormous variations in the Muslim community regarding country of origin, language, class, phenotype and religious practices, they are commonly a target of reflexive hatred. The result on both sides of the Atlantic has been tremendous tension and hyper-surveillance. This also appears to have resulted in a grouping of all Muslims, deemed by adults to be easily identifiable due to their appearance. Despite the academic coupling of ethnicity and religion, homogeneity continues to be a misguided assumption amongst many researchers and practitioners, who appear to rely on visual appearances and analysis of data by the ONS related to ethnic categories (2005).

The role of religious belief is a key aspect used by school-based staff to identify young people. According to Brown (2000), it is not uncommon for staff to be unaware who is of Pakistani origin, as they were in this study, but they were likely to know what religion the pupil followed. It should be noted that although the SS Co presumed the religious belief of each of the young people, in 100% of cases they suggested, they were correct in identifying students who were Muslim. However they failed to identify some students who did not conform to traditional stereotypes or dress codes. For them, being Muslim was strongly associated with Asian and Somali students, but no other ethnic group.

It is suggested by Fleming (2001) and Ratcliffe (2001) that because practitioners often believe that attitudes to sport, and subsequent use, stems from a person's religious background, they fail to address any other key issues resulting in a limited capability for initiatives to exploit sport as a tool to tackle exclusion issues. Staff pre-occupation with religious categories has the potential to re-enforce the continual neglect of the role of Asian pupils in sport (Abbas, 2004; Bains 2005). Consequently, in line with Hylton (2009), the practitioners continue to fail to understand the function of sport in the wider Asian culture and the subsequent attitudes to participants. There is evidence from this study that the Asian students were all deemed to be similar, which supports the findings of Abbas (2004), who believes that the Asian community are often 'ghettoised' into a large group, thereby hiding the distinction between groups such as Bangladeshis, Pakistanis and Punjabis. This was also compounded by sports staff who routinely grouped all ethnic minorities together to produce data for the annual PESSCL survey.

The evidence from the study shows that the adults maintain a less fluid, and often narrower view of ethnicity, despite the wide variety they see and teach on a daily basis. The study suggests that whilst adults are aware of the official categories, they choose to divide ethnic minorities in more simplistic terms, such as Asian, Black, Muslim and others. They believe their day-to-day workings require or necessitate such a simplified division. However, there is greater diversity within the official ONS categories, and even more diversity in the identity as articulated by the young people.

According to Basit (1997) and Bains (2005), the dynamism of family values is instrumental to shaping British Muslims to construct a unique identity by adopting and rejecting aspects of their Asian British ethnicities through a combination of freedom and control. Through parental influence, young people are successfully fusing aspects of various cultures to produce a new identity. Despite this complex amalgamation of cultures to produce a sense of identity, there is evidence of cohesion amongst young people in this study, which is apparent from the interviews. The results show the strong sense of youth, sharing experiences, living closely together, sharing similar views and perceptions of self and where they feel they fit in society. This is particularly apparent in the group interviews where students of differing ethnicities shared similar views and perceptions of their role and place or standing in society. The pulling-together demonstrates a sense of community cohesion within the youth community. According to Gutman, (2003) the concept of community cohesion has been one of the UK Labour Government's most durable frameworks for reflection and developing issues of ethnic diversity and conflict. This concept first gained a high profile in the Cantle and Denham reports responding to the 2001 disturbances in the UK (Home Office 2001). These reports argued that some communities in the UK consisted of ethnic groups effectively leading parallel lives. The study supports this, with pupils of different ethnicities gelling amongst themselves, but not with the adults. Despite the diversity in relation to ethnicity, the young people were particularly consistent in their outlook, relating to experiences outside school and with the police. They

demonstrated that they are living one life in relation to perceptions of education, understandings of sport and utilising sport in a wider dimension.

The cohesive spirit amongst the young people runs throughout each interview and is particularly apparent in the section relating to behaviour outside school, and with the Police. There is a sense of 'us' and 'them', with segregation between the young and adult worlds. Here, a cohesive society is defined as having a common vision and shared sense of belonging (Putnam, 2000) which the young people displayed.

Community cohesion can be seen as part of a more capacious political philosophy, which offers a particular diagnosis and interpretation of UK society. Practically, for Alison & Gilchrist (2004), it is about community workers finding ways to mediate conflict, to reduce prejudice and eliminate discrimination of all kinds. From the adults there is little evidence that this is being done explicitly, rather that their practices are implicitly fair and equitable.

The child is at the heart now, instead of it being institutions and organisations and structures; basically joined up thinking, focus on the children, the child, hence the term 'Every Child Matters'.

Sports Policy Advisor

According to the adults, cohesion is about recognising people's attachments, the ways in which people create comfort zones, and also about dispelling myths about other groups outside those comfort zones. For Gilchrist (2004), cohesion is not about the absence of conflict but rather the collective ability to manage the shifting array of tensions and disagreements between diverse communities. This is demonstrated in the study through tensions, particularly with the local police, which the young people experience and their attempt to manage this through the acceptance of the normality of anti-social actions, behaviours and consequences.

Critics of community cohesion policies, such as Burgess, Wilson & Lumpton (2005), have suggested the tacit assumption that unity is to be desired at all costs and that social conflict is to be automatically feared (Bauman, 2001). This is coupled with comments by Cattle (2001), whose interpretation of the social fabric of the UK, is that it is deteriorating, and now needs cohering. In contrast, Dorling (2005) contests the demographic research on which pictures of increasing segregation are based, concluding that the UK is more integrated than many other European societies in terms of young ethnic minorities broadly integrating. In line with this research, authors such as Levitas (1998) and Delanty (2003) conclude that there is a very strong sense of cohesion amongst young people, though they are not necessarily cohered with the rest of the population, which is apparent in this study.

8.3 The Dynamics of Social Exclusion

This section discusses the concept of social exclusion from an academic and political perspective, before delving into contrasting perceptions of social exclusion and its manifestations, by the two groups. The initial key findings explore the nature and extent of the divergent views and perceptions of social exclusion. Exclusion related to education is discussed, and how the perceptions differ between the two groups, in relation to their understandings of physical education and the relevance of behavioural patterns and its management in schools. The extent and perception of crime and anti-social behaviour is explored. This covers behaviour outside of the school environment and reveals the extent of the difference between the two groups, with young people commenting on personal experiences and the adults viewing the issue predominantly from a theoretical perspective.

Politically, social exclusion had become a key element in the Labour Government's agenda, and through the formation of the Social Exclusion Unit, it is argued that there had been an operationalisation of the concept, which concentrated both the problems and manifestations (SEU, 1999). The premise supported by Byrne (2005) and Power (2007) and earlier research, highlighted in the literature review, states that whilst individuals may be excluded due to lack of qualifications, poor health and poor housing (problems), tackling exclusion centres on targeting issues such as neighbourhood renewal, improving health care and employment opportunities (manifestations). As such, the SEU adopts an all-encompassing and inclusive explanation related to health, education, housing and crime, as key dimensions of exclusion, and areas which have acted as a catalyst for subsequent research, such as Blamey and Muntrie (2004), and Coalter (2007). Correspondingly, it is these key areas which are discussed in this chapter.

8.3.1 Contrasting Perceptions of Social Exclusion

The practitioners perceived social exclusion as a multifaceted concept, which involve individuals with multiple problems, such as skipping important stages of their education, high unemployment and poor health. Their definition of social exclusion was rather abstract and it was acknowledged by many that their views were derived from recent media portrayal. The adults, with the exception of the community coach and community police, did not provide the depth of examples provided by the young people interviewed, and referred to exclusion as happening to young people through no consequence of young people's own action. Additionally, the SSCos had little first-hand knowledge of how it affected young people.

As Parekh (2002) asserts, many of those who work with children often have limited knowledge or understanding of their lives, which was evident in this research, as those who worked in school knew some of the young people being interviewed, but had only limited knowledge of their background and life e.g. living in poor quality housing, immigrant status, in care or living with a single parent, which they were aware of due to pastoral care or the school database.

Discourse by Coakley and Dunning (2002) and Modood (2007) accentuates social exclusion issues related to race and ethnicity. From a sociological perspective, Jarman (2001) believed that ethnic minorities were commonly susceptible to social exclusion. An additional factor is that of class. Lack of disposable income, low income, unemployment and lack of financial freedom are important factors determining the extent of exclusion. According to Houlihan (2003), individuals experience exclusion, and the lived reality of exclusion in contemporary Britain, including unique experiences endured due to the distinctive combination of racism and socio-economic factors. Collectively, the adults viewed race and ethnicity as an added component which they felt was likely to exacerbate social exclusion, which mirrored the views of the SEU (2004), though again this was inferred as they had limited experience, except from what they saw or heard in the media.

Both the Policy Advisor and the Careers Officer questioned the extent of exclusion exclusively as a result of ethnicity, and cited their personal involvement with class barriers, which arose through discussions around 'the changing wind of government agenda', indicating a changed political schema, moving from a focus on ethnicity, to that of 'class'. The reality of the existing effects of 'class' here are duplicated with the views of Archer and Francis (2007), who similarly believe that Britain's class system separates people in the 21st century, as much as it did fifty years ago. They believe rather than leisure being a vanguard of the classless system, the way we are included in society, is testament to Britain's social structure.

Neither class nor race were issues identified by the young people when they were asked about their perceptions of what 'being socially excluded' means. As Powers (2007) advocated in her research, young people are often an active part of a large collective neighbourhood, highly critical of the dynamics and often surprisingly vocal. Whilst they could identify the SEU's list of key dimensions of exclusion, this appeared to be a list of rote responses, which they answered with no personal connection. Although adults and young people identified a similar list of issues, such as no educational qualifications and poor health, the degree of significance or personal importance was starkly different. For example, the adults felt educational attainment and behaviour at school was key to potential exclusion, whilst the young people did not mention this in any detail at all. For them, exclusion was closely linked to anti-social behaviour, away from the school at weekends or evenings.

In contrast to the adults, social exclusion as determined by the young people, was a significant part of their lives; but rather than it being seen as a problem or negative issue, social exclusion was regarded as the norm or status quo. Their perceptions of social exclusion centred on how poor health, particularly obesity, could affect adults rather than themselves. The key area for all the young people was their perception that exclusion and anti-social behaviour were intrinsically linked. This contrasts with the adults' perceptions, whilst acknowledging that crime was a facet

of an excluded group in society, it was principally regarded as a consequence of high unemployment and few qualifications (Jarvie, 2006).

The comments emphasise a divergence in perception, commensurate with Byrne (2005), who describes the 'divided lives' of those who are shaped by exclusion, referring to those who are excluded and those who work with those who are excluded. The emphasis on much of the work produced nationally has been that young people are often excluded due to factors such as low education levels, residing in poor housing, and poor health. An area of commonality in the literature is that exclusion is believed to be seen as affecting the young, almost as an affliction (Fraser and Lewis, 2003; Hylton, 2009).

8.3.2 Education: Exclusion and Involvement in Sport

Sparkes and Glennister (2008) strongly associate education and qualifications with the process of social exclusion. They state that the relationship is causal and can be reversed, though it is a long and difficult process. Similarly the OECD (2000) states that educational attainment is strongly related to employment and earnings. Despite this, as observed by Tait (2000), there is a perceptible absence of reference to school-based physical education within policy documentation related to eliminating social exclusion.

Evidence collected by the DfES (2005, 2007), National Statistics (2002) and literature by Jarvie (2006) has shown that Black African and Caribbean young people may find themselves socially excluded due to geographical locations, being victims of crime, suffering from disproportionately higher levels of poor health, and lacking qualifications, more so than their white counterparts. In addition, according to Modood (2007), they are also more likely to be excluded from school or suffer low literacy levels, and therefore are more likely to be excluded socially. Gillborn (2008) and Tate (2005) each show the importance of education, which can have a positive contribution to preventing social exclusion. However, in this study the data from the questionnaire showed that there were no significant differences in responses from white or non-white young people in relation to these factors. This suggests (certainly at the outset) that perceptions towards education are similar for young people of all ethnicities and that factors other than perceptions of the importance of education are a catalyst for the high exclusion rates and poor qualifications.

The literature review has detailed work by Parekh (2006) and shows that exclusion is still a lived reality for some ethnic minority children. However, the Careers Advisor contradicted Parekh's and Gipps & Gillborn's (1996) comments, which identified ethnic minorities as being the most susceptible group to being excluded educationally. For the Careers Advisor, not many 'black' kids dropped out of formal education before the age of 16. For her it was the 'white working class boys' who were the problem group, and consequently they were targeted, due to risks relating to dropping out of school early. Both National Statistics and researchers have shown in

the last decade that this local trend is being duplicated nationally (Hull, 2004; Guardian, June 2008), although in this study the most recent OFSTED data showed no significant differences.

8.3.3 Inclusion in Physical Education

Questions were asked pertaining specifically to Physical Education. This caused an area of commonality in perceptions amongst both the young people and the practitioners, with both believing that there were adequate opportunities to participate in a wide range of activities within school. It can be argued that Sport England's (2004) policy of promoting 2 hours of quality PE and sport in each school has been a catalyst for the increased provision, with the result being a success in relation to providing increased opportunities through the School Sports Partnership. The focus of the annual PESSCL data has been shown to aid planning and consultation with young people in order to provide a more all-embracing curriculum, although as argued by Piotrowski (2000), right of access does not necessarily lead to even equality of opportunity or increased take-up of those opportunities. Capel and Piotrowski (2000), comment on the negative attitude some young people have towards issues such as changing rooms, showers, and PE uniforms, which is evident in the comments provided, but on the whole, the positive outlook by both parties is significant as it is the principal area where the responses from both groups show similarities.

It is worth noting that opportunity for participation within the partnership is not dependant on income. As Collins and Kay (2003) highlighted, the effects of temporary or recurrent poverty, and educational attainment are little understood. By implication, although the young people here have access to sporting opportunities, regardless of their family circumstances, longer-term involvement, beyond the school environment may have limited effect due to other circumstances. Similarly, literature by Sparkes and Glennister (2008) highlights the significance of the influence of parents, and pupils' wider social networks in their educational attainment, again suggesting that whilst promoting inclusion in physical education is positive, any longer-term effects must be viewed in the context of a range of other external factors.

Pilkington (2003) argues that problems and the lack of equal treatment begins at school. With specific regard to ethnic minorities, however, this research shows that overall in terms of their involvement in school sport, they were as likely to be participants as their non ethnic minority counterparts, in both school-based activities and OSHL. Ethnic minorities were seen to react genuinely, generally positively to physical education within the curriculum, supported by evidence from the PESSCL data (2005). However, it is worth noting that ethnic minorities, particularly males of African Caribbean origin were more likely to be involved in power and speed related activities or sports such as track sprinting, a detail which supports the work of St Louis (2004) and Jones (2002), who believe that there is still a continued existence of stereotypical attitudes which limit opportunities.

Practitioners believed that whilst ethnicity did not restrict access to physical education there were still issues that the SS Co felt needed addressing. Female participation was highlighted as a concern which affected rates arising from communication, and body issues with Muslim girls. It could be argued that this suggests that males and females do not enter physical education as equals, due a range of factors (Cashmore, 2000). It could be argued that this is heightened due to the cultural and religious expectations for young Muslim women. It could also be argued that the outcome for some pupils was a channelling into, or away from, particularly sporting activity, such as pupils involved in athletics training, with repercussions on academic expectations (McGuire & Collins, 1998; Parekh, 2000; Mason, 2000). However, for both practitioners and young people, this was seen as a positive dynamic, with little or no negative connotations about an increased involvement in sport. Indeed SS Co were not aware of the potential accusation, as suggested by Gillborn (2008), that they risked being accused of racism by side-tracking ethnic minorities from more serious academic pursuits.

The findings of the research, therefore, highlight the successes of an inclusive curriculum through a series of initiatives, which are not directly as a result of educational policy. That is not to say that this has resulted in uniformity of engagement across all ethnic minorities, rather the richness and diversity of the initiatives could be used as examples of good practice, supported by empirical evidence.

8.4 Understandings of Physical Education

The study provides evidence that the inclusive and expansive curriculum is perceived as positive by adults and young people. However, despite this acknowledgement, the level of understanding of the benefits of taking part in sport are varied. This section discusses the difference in understandings, with adults believing strongly that young people do not understand the purpose and benefits of taking part in sport, which contrasts with the extent of the understanding demonstrated by the young people.

A number of reviews have highlighted the benefits of physical education (Sport England, 1999; Long & Sanderson 2001). The 'Splash Extra Scheme' is an example of publicly funded investment in sport in the inner cities and deprived areas. This scheme and similar initiatives claim to have brought a 5.2% fall in local crime, particularly in cases where youth offences are prevalent, such as motor crime, domestic burglary, robbery, criminal damage and drug offences (Jowell, 2002; Cap Gemini Ernst & Young, 2002). The practitioners were keen to link sport and health and gave a myriad of examples which linked participation in sport to health benefits, which mirrored accounts from Sport England and the Youth Sport Trust, the media and sports journals. The practitioners made a clear link between health and sport, but rarely mentioned any additional factors, which Coalter (2001) stresses are important, such as social groups and friendship networks. However, Gratton and Taylor (2000) believe that it may be an expensive

mistake to concentrate on the relationship benefits between factors such as health or crime and sport in isolation, though this did not deter many of the adults.

The practitioners vocalised what they believed were the benefits of involvement such as improved behaviour and attendance, though some felt that young people were often not aware of the benefits associated with involvement in sport. One SS Co cited a conversation with girls, during which the students appeared to fail to connect with the benefits of taking part in sport, weight management and health benefits. Consequently, there was scepticism by both the senior practitioners and two of the SS Co that, at times, wider benefits of involvement in sport were something the young people failed to comprehend, which is a direct contradiction to previous findings by Archer and Francis (2007).

In contrast to these views, many young people expressed what they believed were the tangible benefits of being involved in physical activity. In relation to physical education, the pupils could clearly make a connection between involvement in sport and the potential benefits in their wider lives. Health-related benefits were stated, as expected, and supported by some pupils using examples of obesity, particularly amongst Asian girls' parents. However, the weight of comments provided, related to the identification of social, academic and emotional benefits associated with taking part in sport. The range of skills match the potential benefits indicated in the early 1980s by Blunkett, and more recently by Gillborn (2008), including better co-operative skills, teamwork and stronger mental attitude. Overwhelmingly, the majority of students referred to a broad range of benefits which could be acquired, which Hylton (2008) classified into groups related to personal, social, economic and environmental benefits. The indication here is that although some practitioners believed young people understood the wider benefits of sport, socially, academically and physically, others had diverse views of the levels of understanding.

8.4.1 Behaviour Within School

As indicated in the results, there are differences in the degree of understanding of the benefits of physical education. Equally, there are key differences related to the perceptions of the use that sport can make within school. This section demonstrates that adults were aware of the implications of poor behaviour in school, which they linked with potential long-term anti-social behaviour patterns outside school. They also closely aligned behaviour management with using sport to address poor behaviour. This is in contrast to young people, who did not mention poor behaviour in school as a factor linked to social exclusion, or a link between behaviour and sport. This is expanded in this section.

According to Hills et al (2002), as sections of society have experienced a breakdown in informal social networks, and many social institutions have lost respect and control, there has been an escalation in anti-social behaviour. This is regarded by The Home Office (2009) as 'any aggressive, intimidating or destructive activity that damages or destroys another person's

quality of life'. This can take many guises and historically is related to research on juvenile delinquency (Matza, 1969). In relation to specifically school-based behaviour patterns, Fenton (2003) observes that poor behaviour, and low-level disruption were increasing throughout each decade, and 'mid teens' were at risk of offending both in and out of school. Penny and Chandler (2000) recorded information about anti-social behaviour in schools, and the potential relationship with levels of behaviour outside of school. Linking sport and behaviour, Coakley (2003) suggests that young people generally have a good grounding in sport in schools, with better facilities, better structure and higher participation rates, and therefore learn social skills which are transferable, which have the potential to positively affect behaviour.

Due to its increasingly large profile, researchers such as Pawson (2006) have highlighted the extent, nature and possible solutions to tackling this behaviour, which is perceived by many as an inherently social problem. Consequently, this is a growing area which has prompted an increasing interest in using sport as an intervention to reduce youth delinquency, mostly in the form of literature and surveys (Bauman, 2001; Blackshaw and Crabbe, 2004).

In what could be regarded as pro-activity, DCMS and the Home Office (2006) publications have focused on those who are excluded from school due to the thousands of pupils truanting or being excluded from school annually, who are regarded as 'today's non attenders' who are in danger of being 'tomorrow's criminals or unemployed'. Consequently, the educational focus to tackle poor behaviour has been, in the main, government driven, with teachers and educational practitioners being key workers in this area. It could be argued that the national emphasis has been a catalyst for the importance of behaviour strategies. Coakley (2003) is supportive of such measures, and suggests improved cognitive development through Physical Education, whilst critics like Coalter (2007) believe that the process for engagement is too vague to be effective. There are those such as Penny and Chandler (2000) who believe that behavioural issues can be tackled with a combination of intervention strategies and personal development, closely aligned to sport, as per government reports such as the DfES (2001). The comments from practitioners showed that there was a belief of a distinct relationship between ethnic minorities, school behavioural issues, and wider educational exclusion. Through specific initiatives, the SS Co and staff in schools, worked with ethnic minorities with both behavioural or attendance issues. Although initially initiatives were open to all students who displayed a negative or disruptive attitude to, or within school, it was apparent to the co-ordinators that these groups, albeit small groups, had a disproportionately high percentage of ethnic minorities.

Bramham (2002) believed that young people could be guided into sporting activity without reducing formal education. This view was shared by the SS Co who believed that the prime behavioural issues were being tackled with structured activity. It was stressed that although they were channelled into PE, sports clubs or OSHL activities, they also received educational qualifications. As the initiatives were school led, there was an element of moving some of the

children away from mainstream education, which ties with the findings of Gillborn (2008), of channelling ethnic minorities away from academic achievements. However, the practitioners saw this intervention as principally positive, increasing educational attainment or achieving positive changes in behaviour and reducing the negative impact on others, with reductions in low-level disruption, therefore, addressing some of the concerns mooted by researchers such as Tierney (2002).

As suggested by Parekh (2006), and Jarvie (2006), although the relationships at school may be largely negative for some, culminating in poor behaviour, channelling young people into specific traditional activities helps to achieve school-based goals, but the overall benefit to the young people is questionable. The response from the young people in some way supports this, as their responses appear to compartmentalise behaviour either in or out of school. The young people made no mention of any intervention measures to tackle behavioural issues, and did not perceive poor behaviour inside school as being of relevance to potential exclusion later in life. One may expect that young people may inevitably be unlikely to comment on their own futures, whereas the adults perceptions were gained with benefit of hindsight and life experience.

8.5 Crime and Anti-Social Behaviour

Traditionally, an area which has attracted a great deal of media coverage and profile is the issue of crime and anti-social behaviour. Within this study, the interviews in particular shed light into the perceptions and personal involvement in crime and anti-social behaviour. This section discusses the key findings from the study which show widely contrasting perceptions. Generally, the adults in education had the least knowledge of the extent and significance of anti-social behaviour to the young people. Ironically, those least knowledgeable were most heavily involved in using sport as a tool. An example was the community coach who had a good theoretical knowledge, coupled with practical knowledge and experience of anti-social behaviour, and therefore was the most realistic and pragmatic of the adults. In contrast, all the young people interviewed were knowledgeable and many were involved with anti-social behaviour. Whilst they could explain clearly what anti-social behaviour was, they were also able to provide graphic first-hand accounts of involvement, which they perceived as the norm, or part of their everyday lives.

Anti-social behaviour outside of the school environment is widely documented by many researchers (Scott, 1994; Ratcliffe, 2004). For them, deviant behaviour is simply behaviour which places its perpetrators at risk of being punished. According to the Home Office (2009), this behaviour manifests itself in the form of rowdy, noisy behaviour, 'yobbish' behaviour, street drinking and graffiti. Politically, combining those who fear crime and the perpetrators of actual crime has become a high-profile social problem. With high-profile cases like the death of Stephen Lawrence, and the increased proliferation of knife crime, as suggested by Machpherson, 1999 and Bush 2004, the adults were aware of the relationship between anti-

social behaviour as a feature of social exclusion, though they did not elaborate on how anti-social behaviour affected young people. The response from adults indicated that they knew theoretically what can be construed as anti-social behaviour, however they were distanced from the practical manifestations and with the exception of the Community Coach, had no direct awareness of its pervasiveness in the lives of young people.

Specific questioning regarding young people's participation in criminal behaviour was perceived as an element of anti-social behaviour, but with the exception of one adult, the extent of involvement was limited in the eyes of practitioners.

An adult, who it would be realistic to assume had significant involvement and knowledge of young people and anti-social behaviour is the Community Police Officer. However, as can be seen from the interview, his perception and response reflected the official professional police response. It may be concluded from this that there is a certain degree of restriction from the officer who voiced the opinions and statements of the police force, rather than his own personal views. The range of perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion 'yobbish' behaviour, breaking evening or weekend curfews and hanging around streets in groups at night, potentially being a nuisance to residents, which is in keeping with Home Office statistics (2009). The range of examples provided suggested a good knowledge of the dimensions and also involvement through a professional angle, as he had to deal with the behaviour cited. Although the officer was aware of the various issues, the response to questions about the behaviour patterns was quite factual, demonstrating an official police force response. The potential methodological issues which arise from this, stem from establishing at the outset where individuals' personal views may be constrained by their professional roles, to attempt to clearly distinguish between the two to allow interviewees to respond as an individual, as a professional, or both.

From both the young persons' responses and the police officer, it was apparent that a great deal of time was spent with both the police and young people, away from potentially criminal incidents, such as at school, in classrooms and holiday events. Despite the pro-active attempts to foster good working relationships, it was clear from the officer that there were times when the police examined the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion. Blackshaw and Crabbe (2004) suggest that there is a lack of trust between the police and some young people, which manifests itself in open conflict and a sense of disillusionment amongst many ethnic minority young people. As a result of the extent of anti-social behaviour, involvement with the police registered as high, in relation to school-based officers, and police patrols on the streets. For some of the pupils, with a regular police presence at school, this could be expected, however the accounts of involvement directly with the police were principally related to criminal actions, rather than fostering positive community relationships. The relationships mentioned were antagonistic and negative, though that was

seen as 'normal'. Indeed, many young people were not keen to see the police in any other light and were not keen on them fostering healthier relationships, such as through their running of sports initiatives in the local area, or outreach work by officers. This supports Ratcliffe's (2004) belief of a continuing sense of injustice, felt by some ethnic minorities. Since the police are highly visible representations of the state, it has been argued that poor relations with them could be seen as symbol of a wider sense of exclusion from full citizenship (Mason, 2000).

Both the Department of Health and National Statistics (2004) believe that involvement with drugs amongst young people is steadily increasing, supporting the notion put forward by the Community Police Officer, who believed that drugs use and the consequences of involvement with drugs were one of the main areas of criminal related behaviour. In contrast, however, the young people's response was that drugs were not a part of their lives, and no mention was made of drug use, exposure to drugs or drug related activities or crime. Exposure or involvement with drugs was explored through the questionnaire and the responses from the young people were not significant. As an area which elicited such strong views from the officer, it is an area which requires further methodological exploration in order to delve into this area through a variety of methods. However, considering the openness exhibited by the young people in other accounts of involvement, it may be concluded that this response was delivered in a similar manner. Thus, for the ethnic minority young people in this locality, experience of involvement with drugs contradicts both the local perception, and national trends.

The one adult who described direct first-hand experience of the extent of exclusion issues which affect young people was the Community Coach, who appeared to have a sound understanding of both the theoretical element which matched the SEU (2004), and practical experience. From his accounts, it could be observed that by experiencing personal interaction with the Somali Athletes (due to his immersion in the community), he provided examples, directly relating to the young people. He alluded to specific situations where he had witnessed criminal and anti-social behaviour, in similar terms to the young people. This personal involvement, also advocated by Power (2007), was significant in terms of a realistic view of what social exclusion means to young people, which this research shows is starkly different from the majority of adult perceptions. His personal involvement and being a first-hand witness also gave the coach a different perspective of the effects, realities and normality of experiences for young people, in terms of anti-social behaviour, street culture and involvement with the police

In stark contrast to the adults, all young people perceived social exclusion as being related to anti-social behaviour, and either had first-hand knowledge or knowing someone else who was involved in this type of activity, indicating levels of activity were equal to, or greater than, recorded levels as produced by the British Crime Survey (BCS) 2008. The accounts of their experience were real and personal, with many interviewees directly involved in certain types of behaviour, which they classified as anti-social, or criminal. A small proportion of the

interviewees also mentioned what can be deemed as more serious criminal behaviour, including grievous bodily harm, arrests due to fighting and disorderly conduct, and stop and search.

Many of the accounts are surprising and disturbingly graphic, mirroring the findings of Pitts (2001) and St Louis (2004). Throughout the accounts, the prevalent theme is the ostensible normality of anti-social behaviour, an understanding of the consequences and the daily involvement with the police. These accounts serve to increase the knowledge about the extent and prevalence of anti-social behaviour, and indicates the consequences on the lives of young people. Rather than focus on the perpetrators, the accounts can be used to suggest why participation rates amongst athletes from ethnic minorities, could be low, as a result of their experiences. This suggests that some barriers to participation at club level sport is a combination of traditional barriers, as highlighted by Hylton et al (2002), plus the behaviour of other young people.

The section discussing crime has highlighted the extent of the different perceptions and experiences related to anti-social behaviour between young people and adults. The range of responses from adults highlight differences between those working closely with young people on a day-to-day basis, such as the Community Coach, and those whose understandings appear to be generated from a policy-driven perspective, demonstrating little comprehension of the implications of anti-social behaviour in young people's lives. In contrast, the young people are both heavily involved and knowledgeable. Even those not directly responsible have a good understating of its manifestation and can recognise it. Pervasive amongst all the comments is the sense of normality of its existence.

The focus was on key aspects of social exclusion related to education, behaviour in school and behaviour outside school, in the form of anti-social behaviour and crime. The trends from the study highlight the different positioning of the young people and adults in relation to social exclusion. As a result of this, the degrees of understanding vary.

Although adults are aware of its existence, and can state how it can manifest itself, the lack of personal involvement is demonstrated through a conventional or traditional perspective on the issues, such as involvement in anti-social behaviour, poor behaviour in schools and lack of formal education. The one exception was the Community Coach, who demonstrated a good theoretical and practical knowledge of anti-social behaviour. He chose to get to know a particular community through living in the area and working closely with the young people and their families. Consequently, he had successfully managed to bridge the gap between the two sets of lives.

Several adults gave multiple examples of their belief that young people did not understand why they were involved in sport, and therefore could not see the benefits, either short-term or long-

term. In relation to using sport to tackle behavioural issues in school, many staff firmly believed this to be both appropriate and useful. They could see the long-term benefits of modifying behaviour patterns in order to give the young people more opportunities later in life.

The young people demonstrated a good understanding of sport within the school settings, its uses and benefits, and were aware of a diverse range of social, mental and physical benefits, thereby contradicting the views of the school staff. In relation to anti-social behaviour, the young people were very knowledgeable, giving examples of what constitutes anti-social behaviour whilst providing graphic examples, many of which were witnessed or first-hand. Whilst the adults tended to perceive this behaviour from a theoretical perspective, the young people expressed their views as a way of life, and it was very much the norm. As expected, adults did not express comprehension of the extent of exclusion or the prominence in young people's lives.

Unlike the adults, who perceived behaviour in school which could be challenged through sport as being closely linked to behaviour patterns outside school in the community, the young people did not see this. For them, behaviour in school was one issue and outside school was another, as though they existed in two separate worlds, depending on the day of the week and time of the day. The contrasting accounts show that the study has highlighted a key area, where the young people's accounts demonstrate the extent of heavy involvement in anti-social behaviour. The notion of social exclusion is closely linked to these behaviour patterns, and to them it is part of the lived experience. The study similarly shows the extent to which the majority of adults have very little experience or understanding of this issue.

This section has highlighted the differences, and goes some way to explain the findings in the final section, relating to sport's use as tool to tackle social exclusion. As the perceptions and involvement in exclusion vary between the two groups, it is little wonder there are differences in the perception of sport's use in this area.

8.6 Using sport to address exclusion

At the outset of the study, the issue of using sport to tackle social exclusion was addressed from an academic perspective, with the literature review revealing a range of views, with government policy especially positive towards the use of sport, and with academic researchers more reserved. This section discusses the findings from this study, of the divergent perceptions of the adults and young people, with adults less positive than government policy, but arguably still more positive than young people who portrayed more cynicism.

Historically, sport has been seen as a form of social control, a means of curbing and deflecting deviant behaviour and, according to Bauman, (2001) it can be used as an instrument of social control. Politically, the claims which have suggested what sport can achieve, range from

improving social cohesion, to community regeneration (SEU, 1998; SEU, 2001; DCMS, 1999). The SEU (1999) believes there is a symbiotic relationship between sport and health, the economy, crime, education and employment, and believes the importance of sport as a vehicle for change cannot be under estimated. In contrast, Coalter, Allison and Taylor (2000) and Pawson (2006) are amongst a wealth of researchers who believe there is little evidence of longitudinal data to support the benefits of linking sport with reducing factors of exclusion. Long (2002) commented on the limited impact of projects like Positive Futures in relation to empowerment, social exchange and citizenship.

The practitioners shared many of their views with the views of current political bodies such as SEU and DCMS, and appeared positive about sport's potential use, based mainly on their personal experience. For those involved in sport, either now or earlier in their lives, such as the SSCo, PDM and the Policy Advisor, they cited examples of how sport had benefited them, through making life-long friends, social interaction, opportunities to travel and see the world, through to them meeting their partners. The SSCo from Wisewood believed in the importance for young people of any age to be taking part in activities as part of a family to 'foster productive actions', in line with Bauman (2001), and to be less inclined to be involved in anti-social behaviour or to be on the streets. Equally, the athletics coach believed participation encouraged local cohesion, as supported by Hull (2004) and SEU (2000), and to gain respect amongst peers.

The views elicited were mainly positive, and the practitioners felt they could be substantiated with first-hand evidence, showing agreement with documentation produced by the SEU (2001). This positive stance is closely related to their own first-hand experience, which is then transferred to their beliefs about the potential role sport can play. However, some practitioners had a caveat in terms of their response. For example, the Community Police Officer, although he had a positive personal experience of being involved in sport, believed that sport worked as well as any other vehicle, but felt that any diversionary activity must be targeted for a specific, well-researched audience, if there was any hope that the millions of pounds spent would see any reward, similar to the findings of Coalter (2000). Additionally, the belief was held that short term diversionary projects like 'Blast Off' (the scheme preceding Bonfire Night), served an effective purpose to reduce specific incidences of anti-social behaviour, principally in relation to identified events.

This contrasts with and Coalter's (2007) criticism of diversionary strategies, as having no clear aims, or too many vague or overlapping ones. The police officer believed that the measures here were effective in reducing anti-social behaviour, but doubted its effectiveness to promote longer-term changes. In light of this, he believed that the political winds of change were more suited to establishing successful short-term projects. He also believed there were limitations in

sports potential due to under funding and the short-term nature of projects when trying to combat years of educational failure or crime-ridden environments.

The young people were collectively more sceptical of sport's potential use, as suggested by Long (2001), and could only see a tenuous link between social exclusion and sport. This was true of all young people, regardless of their own participation levels. Those who participated least and expected to participate less in the future were the most supportive of sport's potential benefits, especially, as cited by Pakistani and Somali girls, in relation to the potential benefits for boys. Those who participated the most, especially boys involved at representative level, were the least positive about utilising sport. For them, they believed that all young people need 'down time' away from sport so they could just 'hang about with their mates', and therefore crime and anti-social behaviour was simply a by-product of this time.

Overall, young people were positive towards the benefits which could be gained, but that sport on its own could only do so much to reduce anti-social behaviour and reduce the likelihood of exclusion, further supporting the work of Houlihan (2003). Additionally, the young people were far more sceptical of the successes than the adults, which mirrors the finding of Coalter et al (2000), who suggest that it is often the recipients of brought-in initiatives who are the most pragmatic and negative about its success.

According to Kay (2003), sport is generally less prominent in women's lives than men's, particularly amongst women likely to be affected by poverty. Females' experience of social exclusion stems from a pervasive gender ideology, which has been argued by Piotrowski (2000), begins at an early age. Consequently, gender differences occur regarding perceptions of all aspects of sport. In contrast, this research contradicts these findings, with female ethnic minority participants more positive than their male counterparts of the role sport can play to address exclusion. Young males of Pakistani and African origin were least likely to see a symbiotic relationship between more sport and less anti-social behaviour. They felt that they had a good understanding of wider social issues and believed that the governments use of sport was seen as an easy solution, but not necessarily the right one. Therefore it could be ascertained from these responses, as supported by Ratcliffe (2004), that engaging participants and providing them with fewer opportunities and less time to become involved in criminal behaviour, may be flawed.

It is clear from the findings that those involved in sport as a participant or deliverers, have different views about sport's use. For the adults, whilst they were influenced by their own personal experiences, they were still not as all-embracing and positive as suggested by government policy. Young people were more sceptical than the adults. Although they were the least positive, they acknowledged that there are some positives to sport's use. From the study it can be concluded that they do not see the wider social benefits, however it may be argued, the

lack of long-term perceptions of the benefits of involvement cannot be interpreted as a lack, rather they are unlikely to be able to comment on future potential benefits to themselves.

8.7 Conclusion

It can be seen from this discussion that there are a number of contrasts between the perceptions of the young people and the practitioners, which touches on comments from researchers, such as Powers (2007), who emphasises the needs for all 'parties' to share ideas and perceptions in order to elicit a common starting point. The concept of adults and young people living parallel lives, as described by Burgess et al (2005), runs throughout the discussion and is evident in a number of areas.

To summarise the key discussion areas, ethnic identity is a key feature which illustrates the complexity of the differences in perceptions of the young people and adults. The dissimilar perceptions demonstrate disparity between often well-intentioned adults, which can affect any research which attempts to establish young people's views. The simplification of ethnic categories hides patterns and trends indicated in the questionnaire; rather it serves to produce a false universalism of views, as advocated by Jenkins (2004). The discussion highlights the limitations of adult perceptions with regard to ethnic identity, and the homogenised views of the adults further serve to hide important differences.

Similarly, the function of education elicited different responses, with adults focusing on behaviour strategies, and they did not feel as though the young people saw the extent of the benefits. In contrast, the young people were positive about their educational experiences, did not perceive strategies as being linked to sport, but did note other benefits of participation in all aspects of physical education. Like Sparkes and Glennister (2008), they referred to social cohesion and improved employability through participation.

The issue of social exclusion is identified as having distinct connotations, depending on the age of the 'receiver'. Inevitably for those of school age, their experiences restrict the extent of their familiarity with issues, such as poor housing and the degree to which poor health has on the rest of their lives. However, what was apparent was the issue that affects them the most, which is the extent and diversity of anti-social behaviour, particularly criminal behaviour, coupled with the ordinariness of the involvement of the police, which they regard as 'the norm'. This expands the current knowledge base and literature, providing a new dimension of experiences based on childhood experience. In contrast, the adults interviewed perceived social exclusion principally from a political or adult perspective, mirroring literature and government policy (SEU, 2001). The extent of the involvement in criminal behaviour is rarely acknowledged by the majority of the adults.

The research has brought together the perceptions of both young people and practitioners in relation to a variety of social issues, and has allowed the participants to examine what they believe is the link, if any, between sport and social exclusion. Despite the political push to link sport and urban renewal and social exclusion SEU (1999), the results of this research only partially support the view that sport can be used to address social exclusion. For the adults, there are limited tangible or measurable benefits, other than to divert behaviour from elsewhere, effectively taking young people out of the social equation. This appears a principally positive measure for the DCMS, and is used as confirmation of an effective link between sport and poor behaviour. However, this research identifies the issue of interventions being deemed short-term, which as Houlihan (2000) states, makes it difficult to overturn years of social ills, and therefore is an ineffective strategy, a view supported by the research findings.

A significant amount of data has been collected in this study, but as Hills, Le Grand and Piachaud (2002) state, in order to explore the sport interaction effectively, it requires much more adequate data, which encompasses information about a range of social factors, thereby producing a powerful, comprehensive database which could be used to unravel sport's effects on more complex community influences. This research shows that the existing data, which is collected by external bodies such as the annual PESSCL survey, whilst it has the potential to accumulate data longitudinally, the quality of the data in relation to sport's use is questionable, and at best limited. Similarly, criticisms from Long (2002) regarding short term impacts, involvement and limited data collected, result in problems of deciphering accurate effectiveness, such as the evaluation from The Positive Futures Programme producing little evidence of reducing repeat offending. The research draws attention to the need for longer timescales and a combination of both qualitative and quantitative data in order to show sport's effectiveness.

Within the school environment, the young people appear to perceive the benefits of physical education, and effectively buy into the benefits, as advocated by Piotrowski (2003). The benefits of participation are constantly re-enforced via different avenues, resulting in an educated and informed population, although the adults do not perceive this to be the case. However, within the local community outside school hours, young people did not appear to understand the structure, aims or objectives of sports initiatives, other than for the enjoyment, which appears to limit its success in tackling wider social issues. This suggests, as stated by Coalter, Allison and Taylor (2000), that success relies on the young people buying into the programmes and being involved from inception, rather than having initiatives brought into communities.

A key feature of the research is that for the young people, sport is seen as being fun and enjoyable in its own right; sport for the sake of doing sport and nothing else, first and foremost, which is an important notion for researchers like Fenton (2003), but appears to be absent in much government documentation, where the emphasis is on sport's perceived usefulness. This indicates that, by ascribing a wealth of attributes to physical activity, those who are seeking to

utilise sport are negating a potential fundamental and important characteristic. As Carrington (2001) believes, this quality is being overlooked and ignored at the cost of enjoyment, resulting in non-tangible benefits and wasting sport's natural strength.

The research has demonstrated that some young people believe that sport is seen as useful as a tool to tackle exclusion issues, but not deemed useful for the die-hard anti-social behaviour perpetrator, rather it is seen as a deterrent for those on the periphery. This implies that programmes like Positive Futures (2004), which targeted those who had already offended, would only reap marginal successes.

It would be naive to assume that some individuals had not benefited as a result of sports interaction. Sport clearly has some benefits, but it is over-reaching to expect it to solve social problems. The challenge facing those involved in sport and exclusion is to place sport within a much broader cohesive strategy, tackling health, social standards, education and housing in partnership, with clear shared objectives. As Houlihan and White (2002) state, securing the status of these strategies politically, financially and organisationally, will then go some way to provide a platform for initiatives to be formed long-term and evaluated sufficiently. It is also important, to include the young people, from an early stage, in consultation and implementation if it is to stand any chance of being successful.

Chapter 9: Conclusion

9.1 Introduction

This research has focused on the use of sport to address wider social problems. This combines an interest in how the long-standing belief that sport is a tool which may contribute to economic well-being, nurture patriotism more recently became applied to addressing social exclusion, with the author's own perspective and previous professional involvement with developing sport for young people from ethnic minorities. Ethnic minorities are an identifiable group with lower sport participation levels than the white majority population in the UK (Sport England, 2000) and the motivation for conducting this research stemmed from an interest in considering why a group, which is numerically and statistically under-represented in sport, could nonetheless be expected to benefit from initiatives using sport to combat social exclusion.

The rise in the number of young people experiencing social exclusion has been portrayed in the media as an important issue in contemporary society, and ways to address its existence have been mooted by many (Tait, 2000; Houlihan and White, 2002). In parallel, the period since 1997 has witnessed an increase in the resources invested by the Government and a range of agencies to address social exclusion, since it has been claimed that sport can be used to tackle exclusion issues (SEU, 1998; DCMS, 2000). This research has stemmed from a desire to research the extent of exclusion amongst young people, and to find out whether increased sports participation is perceived to be beneficial to the intended recipients.

Media attention has focussed on an increase in knife crime, gangs and drugs in inner city areas. Youth have been identified by the media and National Criminal Statistics (ONS, 2004) as the category of the population most likely to be involved in what is commonly termed anti-social behaviour. In this research, 14–16 years olds were studied as they were perceived to have sufficient maturity to have some understanding of the wider community in which they lived, whilst still in compulsory education and therefore accessible for the purpose of this study. Researching the perceptions of sport's use with this age group enabled the researcher to focus on existing structured sports provision. Through the School Sports Partnership it was possible to contextualise the programme in relation to its aims and objectives, establish the provision of sporting opportunities provided for the young people, identify the individuals overseeing and delivering the programme, and subsequently establish the young peoples' responses and understandings of sport within these parameters. By using the SSP with a clear geographic boundary, it enabled the research to identify other key workers who could potentially influence practice in the area.

Consequently, this research has sought to examine the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion. This has been achieved by addressing four interrelated objectives:

- To analyse the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities;
- To establish the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people;
- To determine understandings of exclusion and the experiences and perceptions of the benefits of sport for ethnic minority young people, within their broader lifestyles.
- To identify ethnic minority young people's understanding of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport.

9.2 The research context

The approach to the research was informed by a wide-ranging literature review which drew on sociological and policy analysis literature, from both sport and wider social research, to identify the key themes underpinning the research approach. The review explored the evolution and current application of the concept of social exclusion, the notion of ethnicity and the fluid nature of ethnic identity. The use of sport as a vehicle through which young people can be engaged in ways which counter exclusion was critically examined.

This analysis established social exclusion as a contested and multifaceted concept. Attention was paid to how it had been applied in the political landscape following the election of the Labour Government in 1997, particularly through the creation of the SEU with its remit to develop strategies to promote social cohesion, urban regeneration and community regeneration (SEU, 1998). The definition of social exclusion used by the SEU reflected prevailing views of social exclusion as a process which encompassed a broad range of potential consequences for those affected and included a wide combination of factors:

Social exclusion is a short hand term for what can happen when people or areas suffer from a combination of limited problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdowns.

(SEU, 1998, p 2)

With statistical evidence indicating that members of ethnic minority groups have a much higher likelihood than white British of experiencing the impact of social exclusion, the review addressed the nature of race and ethnicity. It considered how racialised thinking and practices affect lives, deconstructing the concept of 'race' from a biological and sociological perspective

and considering race as a way of defining a group which may refer to both diversity (from the majority) and similarities based on colour, nationality or a common religion (CRE, 1989). The alternative concept of ethnicity was examined as an approach to addressing cultural distinctiveness which is intrinsically social and rooted in the premise of the self definition of its members (Mason, 2000). This concept was considered appropriate to the focus of the research on the social processes surrounding exclusion and therefore adopted within the thesis, in which attention is paid to how ethnicity is constructed by the range of participants involved in the study. The literature review showed that while statistical measures highlighted that minority groups shared many experiences of relative disadvantage, these did not capture diversity within and between such communities. The importance of researchers differentiating between ethnic groups, as well as between them collectively and the majority population, was stressed. For example, literature from an educational perspective revealed that the relationship between ethnic minority young people and education was fraught with issues as a consequence of racism (Tait, 2000; St Louis, 2004), high rates of exclusion (Parekh, 2006) and perceived equality of treatment (Jones, 2002). These impacts were significant and provide a rationale for understanding some of the social effects of ethnicity (Modood 2007). They cannot however be generalised uncritically as applying to all minority groups – for example, while exclusion rates show that secondary school pupils of white/black Caribbean origin are almost three times more likely to be excluded than white pupils of the same age, the data also identify that other minority groups have above-average educational attainment. In line with Pilkington's (2003) suggestion that the notion of ethnicity may be over-simplistic and fail to truly record identity, especially among youth, this study therefore assumed that potentially identities would be complex and fluid, and might include for example hyphenated identities adopted by many young people. This concurred with Sirin and Fahy's (2006) and Parekh's (2000) work, according to which the identities which young people chose to adopt combine racial backgrounds mixed with religious beliefs in ways that produce a 'true' ethnic identity.

The review also addressed policy responses to exclusion to examine how sport was integrated within the policy approach. For example, sport was identified by the DCMS as 'making valuable contributions to delivering key outcomes, such as lower levels of long-term unemployment, less crime, better health and better qualifications' (DCMS, 1999, p 5). The structure of sport in the UK was considered, providing an explanation of the framework within which it is claimed that sports opportunities that can alleviate exclusion. The structure of the Active England Programme, which attempted to view sport holistically, was shown to draw together a myriad of initiatives developed from the mid 1990s onwards, while the Positive Futures programme presented a more narrowly targeted policy approach.

Analysis of the School Sports Partnership (SSP) structure, which provides the immediate context for this study, showed how the wider policy agenda surrounding exclusion permeated this aspect of sport provision. Although the SSP's were not specifically established within the

remit of SEU policy, the focus on young people in sport policy was fuelled by many of the issues of exclusion, including health concerns surrounding rising obesity levels and increased levels of childhood inactivity. By strategically developing networks and partnerships to maximise the quality and coherence of youth opportunities, sport delivered through the SSPs was also seen as a valuable activity in the promotion of wider social and educational gains. Sport England (2003) viewed sport as playing an important role in the promotion of inclusion and the reduction of youth disaffection. The SSP's objectives were shown to be closely aligned with the views of the DCMS, and the outcomes reflect the desire to empower individuals educationally and socially in order to provide more opportunities for inclusion. The DCMS explicitly recognised that ethnic minorities are disproportionately at risk of being excluded and believes that through a multi-agency approach, advocated in the 'Active' programme, ethnic minorities could be encouraged to participate. Examination of the relationship between this national policy and the local context showed how the Arches Partnership in North Sheffield reflected policy assumptions about the role of sport in addressing exclusion, and provided a critical commentary on the specific workings of the partnership, its staffing structure and its position in relation to the four secondary schools involved in the research. PESSCL and census data (2004-06) analysis established the current uptake and participation in sport of young people from the four secondary schools involved in the partnership, allowing prominence to be given to ethnicity and diversity

The policy analysis literature acknowledged the political push following 1997 to connect sport, community regeneration and urban renewal, albeit with little hard evidence or longitudinal data of the social costs and benefits of linking sport with reducing social exclusion (Coalter, Allison and Taylor, 2000). With areas of social exclusion receiving considerable funding, such as crime reduction, research by Coalter (2000) suggests the need for a better understanding of the nature and process of participation, which may lead to more success in reducing criminality. It is also believed that effectiveness increases by the integration of sports programmes with community support services. Researchers, such as Long (2002), suggest that there is a lack of short-term impact of the involvement of young people and a more rigorous research design is required to inform both policy and practice.

In summary, the review of literature established the appropriate concepts of exclusion and ethnicity to adopt within the thesis, and identified the extent to which sport was being applied to the policy area notwithstanding limited supporting empirical evidence. This confirmed the value of focussing the study on sport as a policy tool to address social exclusion among young people of diverse ethnicities.

9.3 The Research Process

The methodology followed a framework, broadly based on a grounded theory approach, (Bryman, 2000) which was underpinned by critical realism to allow an explanation of the findings to be located within the context in which they occurred.

Data collection process involved both quantitative and qualitative data collection with young people, the 'target group' for provision, and qualitative data collection with a range of deliverers in sport and other areas of social policy related to social exclusion. Initially, the research with young people took the form of a detailed written questionnaire, which allowed basic demographic information to be sought. The questionnaire enabled views to be gained on the influencing factors for participation, whilst investigating the benefits of taking part in organised activities, by posing questions which link social exclusion issues with health, crime and anti-social behaviour. The questionnaire aimed to shed light on how involvement in sport related to other areas of young peoples' lives and their futures. At the analysis stage, the limitations of the survey data in addressing potentially diverse experiences in ethnicity led to the decision to focus on qualitative dimensions.

Interviews were conducted with sports policy makers, deliverers of sport in the SSP, key individuals, and practitioners who provided services which were chiefly directly related to exclusion issues. Interviews were then conducted with groups of ethnic minority young people. The interviews were designed to gauge individuals' understanding of the policy context within which practitioners worked, plus understandings of exclusion, the perceived benefits of involvement in sport and sport's role in addressing exclusion issues.

The qualitative data gained was rich and the interview format allowed individuals to express a diverse range of views and perceptions. In order to address the research aims, the interviews posed a series of questions, which enabled the young people and adults to provide detailed responses and allowed them the opportunity to elaborate on their views and perceptions. The analysis of these transcripts was therefore given prominence in the thesis.

9.4 Findings

This research has sought to examine the perceptions of the benefits of participation and involvement in sport in the context of social exclusion. The focus was young people from an ethnic minority background who attended four schools in the Arches SSP. The findings produced here are in relation to the four objectives previously stated.

9.4.1

‘Analysing the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities’

PESSCL data indicated schools had almost 75% of pupils on roll taking part in two hours of quality PE at Key Stage 3 in 2006. The Arches partnership data indicated that the participation rates within curriculum PE were rising steadily each year and that the OSHL activities and new opportunities had risen dramatically since the SSP had been formed three years prior. The targeting of specific groups was mentioned in the annual PESSCL report with 81% of partnerships targeting activities by age, 9% by ethnicity and 3% by religion. From the interviews with the SS Co it was apparent that a range of activities were constantly been developed to attract and engage ethnic minority young people. The SS Co were aware of opportunities that existed in the partnership to address low participation, which have been deemed successful, some of which specifically targeted ethnic minorities. These ranged from Asian girls' swimming sessions to pre-school fitness and athletics sessions for students with poor attendance or behavioural records, a disproportionate number of whom were from an African-Caribbean background.

The detailed questionnaire achieved a 98% response rate, with Firth Park and Wisewood achieving 100%, comprising 36% and 25% ethnic populations respectively. Parkwood had a response rate of 97% of which 46% were ethnic minorities, and Fir Vale had a 95% response rate with an ethnic minority population totalling 92%. The percentage of ethnic minority respondents was much higher than the city average. Participation rates in school-based sport amongst ethnic minorities was recorded as higher than for the white population with 94.4% of ethnic minorities and 91.6% of white students participating in curriculum and extra-curricular sport. For OSHL activities, these were 13.5% and 17% respectively. Overall, students of all ethnicities believed that there were sufficient opportunities to take part in sport, with less than 5% requesting more diverse activities, such as Taekwondo, Yoga; Qigong, Moto-Cross, Free Running, Snooker, Fencing and Bouldering.

However, despite the response rate, the analysis of questionnaire results identified no clear patterns and proved inconclusive when analysed by gender or ethnic group. Using the data from each separate section on equal opportunities, education and crime, the data was subjected to statistical testing to identify differences. Statistical tests revealed that none of the results show any statistical difference and, therefore, limited data is used. The interview data provided opportunity to further explore this apparent homogeneity.

9.4.2

‘Establishing the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people’

Analysis of the interview data showed that the two Senior Sports Practitioners were extremely knowledgeable about national policy context, and they were able to articulate the complexities of the national sporting framework and how this filtered down to local provision, and therefore established a clear rationale of the SSP's. They demonstrated a sound knowledge of what would be considered social exclusion and were perceptive of how sporting practice had the potential to help eradicate exclusion.

The co-ordinators' rationale of the SSP's, the role and priorities of the Arches, relate clearly to addressing participation rates and reaching the targets set nationally for the weekly number of hours of quality PE and sport for each child. The SSSCo demonstrated varying degrees of knowledge and understanding of the national sport context. Whilst one co-ordinator was able to articulate understanding and knowledge of many policy documents and agencies involved in sport, one co-ordinator had to be reminded of the PESSCL strategy which, she later admitted, guided all the work undertaken. Despite the clarity of SSSCo in their beliefs of the rationale, an holistic national policy knowledge was, at best, sketchy.

The practitioners representing the police, housing, careers, health and coaching were knowledgeable about their own area of work, the national policy which steered their jobs and the local strategies. Despite some practitioners having a limited knowledge of the SSP's and the rationale behind the partnership approach, all staff were also aware of multi-agency working and a variety of different agendas, which they perceived as a potential conflict to successful outcomes from all young people.

In the process of interviewing 29 ethnic minority young people, a number of additional issues arose which affected the young people's perceptions and experiences. The young people elaborated on their ethnic identity, which for many differed from the ethnic group they had indicated in the questionnaire. The disparity between the groups selected in the written questionnaire and the group they placed themselves in at the start of the interview initially caused a lack of consistency. An additional issue that arose, which the young people felt shaped their experiences, was the role or place of religion in their lives, particularly for the Muslims. Consequently, by using the amended ethnic groups, it was possible to distinguish trends by gender and ethnicity, and thus the results illustrated a deeper level of complexity of perceptions which transcends purely ethnicity. Collectively, however, the young people had a thorough understanding of involvement in PE within a broader context of the national curriculum in school, whether they participated in sport or not. Not all were aware of the SSP, but were

able to express generally positive comments about the reasons for participating in physical activity both in and out of school.

9.4.3

'Determining the understandings of exclusion and the experiences and perceptions of the benefits of sport for ethnic minority young people, within their broader lifestyles'

Understandings of social exclusion produced a detailed response from all those interviewed. The two senior sports practitioners demonstrated a knowledge of which factors constitute exclusion. These perceptions were deemed to stem from a theoretical context, but were then contextualised in relation to the lives of young people. Concerns were raised about whether young people may be, or may become excluded in part due to practices at a local level as a result of a poor understanding of inclusive practices by others due to a lack of understanding by deliverers. Both senior sports staff were very positive about sport's potential use to tackle wider social exclusion issues, views which by their own admission were heavily influenced by their own personal involvement in sport. They held the belief that sport has the potential to be used as a tool to tackle a range of exclusion issues. Although they expressed scepticism about sport being used as a purely diversionary tactic, they did perceive that through a co-ordinated mixed-method approach, activities could provide more meaningful outcomes, rather than simply providing a distraction to committing anti-social behaviour. However, they were unsure if young people could perceive the benefits of taking part in physical activity.

In contrast, the analysis of the transcripts for the SSCo showed that few specific exclusion issues had been cited. Collectively, these staff identified poor health, behavioural issues and disaffection with school as associated with exclusion. There was a variety in the degrees of knowledge of social exclusion, with staff having a broad understanding of the ramifications of children not being involved in sport and subsequently being excluded. Overall, the staff perceived a positive view of sports use, indicating similarities with senior sports practitioners. The SSCo were very positive about sport's potential use, citing a strong positive correlation between involvement in sport and improved behaviour management. They believed that sport can offer alternative avenues to provide young people with opportunities to extend educational opportunities, divert from anti-social behaviour and to help individuals address rising obesity. However, the co-ordinators did not believe that young people perceived these benefits.

The working practices of the community-based practitioners indicated a focus to try to eliminate the issues affecting exclusion in order to make the lives of their 'customers better', and to address anti-social behaviour patterns, thereby promoting community cohesion. Due to the nature of their work, the practitioners were confident in their understanding of exclusion, which they felt able to articulate. Each practitioner was experienced with a solid level of understanding of the extent of youth involvement, and was able to show an understanding of how ethnic

minority young people could potentially benefit from involvement in their specific area of work. The practitioners were generally quite positive of sport's potential use, though were keen to promote a multi-agency approach in order to achieve success. Three of the practitioners were positive about the benefits of involvement in sport, and the police officer felt that involvement was good, but that success depended on utilising a long-term structured programme approach. The Community Coach, who had the greatest level of understanding of exclusion issues and how they affected ethnic minority young people, had mixed views on the potential benefits to young people. Whilst he was able to articulate a range of potential benefits, he believed that these could only be achieved through a combination of addressing other social issues, such as language barriers and increased parental involvement. In contrast to the sports practitioners, he believed that the students had an understanding of the role of physical education and what benefits it could potentially bring.

All of the young people, regardless of their ethnicity, perceived exclusion as part of their lives in one form or another. For example, mixed-race youth had involvement with underage alcohol consumption, whereas Pakistani females linked non-participation with health issues. Practicing Muslims of all ethnicities perceived exclusion in relation to religious beliefs and practices. Pakistani and African young people expressed deeper views on social issues, particularly issues to do with anti-social behaviour and involvement with the police. There were clear differences between males and females with many more males than females having direct or indirect involvement with the police. Exclusion was expressed in diverse first-hand experiences, stemming from anti-social behaviour, disaffection with education and poor health leading to exclusion from society.

In relation to the perceived benefits, despite the perceptions of the practitioners, virtually all the young people were able to express a range of potential benefits from being involved in physical activity. Overall, however, the perceptions of the use of sport to tackle wider social issues of the young people was the most negative response of all those interviewed. Sport's use in tackling poor behaviour, low attendance and low-level disruption in school was not raised as an area where the young people could perceive sport playing a positive role, which contrasts with the views of the SCCos. Additionally, caveats were expressed over the use of sport alone, as many felt that sport was useful but must be delivered alongside other activities.

9.4.4

'Identifying ethnic minority young people's understandings of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport'

Analysis of the transcripts provides a response to the final object related to gauging understandings of ethnic minority young people on the potential benefits as a result of involvement in physical activity. Despite many of the practitioners not believing that young

people were aware of the benefits of involvement, the young people actually perceived a range of benefits. The qualitative responses obtained through interviews enforced the association with sport and improved health. Young people of all ethnicities identified a correlation between a lack of exercise and increased poor health, especially obesity and weight related problems. These were expressed in relation to longer-term benefits, particularly when the females had families of their own. Additionally, benefits were expressed relating to the promotion of social coherence, teamwork and skills, and these were expressed as indirect benefits which could positively affect their wider lives and career aspirations.

The overriding positive response provided by young people, when asked if there was a correlation between sport and social exclusion, was the belief that sport, along with other structured activities, could potentially positively affect their lives, in that if they had more to do in their spare time they would be less susceptible to being involved in anti-social behaviour and thereby being excluded from society.

However, the young people were perceptive in their understanding of the effect on their own lives of current participation in sport. Whilst many young people were involved in sport and were active members of sports clubs and teams, participation did not appear to have any bearing on reducing the problems they encountered in relation to street crime, vandalism, bullying and general anti-social behaviour. Males and females expressed the view that, exclusion is part and parcel of the multi-ethnic divergent society to which they belong, and that this is essentially a fait accompli which cannot be affected by involvement in sport.

9.5 Conclusion

The research originally sought to examine the perceptions of the benefits of sport for ethnic minority young people in the context of social exclusion. Through detailed data collection and analysis, it can be seen that a complex picture emerged where the senior practitioners and community practitioners were the most knowledgeable about social exclusion issues and how they affected young people. Although the deliverers had a sketchy knowledge of the national policy framework and limited understanding of exclusion issues; they felt that sport was a useful tool, which could be successfully used to tackle exclusion issues. The perceptions of these adults was that young people were unaware of the range of benefits that sport could provide. However, the young people indicated a thorough understanding of social exclusion, how it affects them and the benefits of involvement in sport which can positively affect inclusion in society. Examination of the perceptions of the young people and practitioners illustrates diversity in relation to the understanding of ethnic identity, understanding of perceived benefits of involvement in physical activity and the differences regarding the usefulness of sport in addressing exclusion.

9.5.1 Methodological Reflections

A variety of methods and techniques enabled the research to be deemed effective. Utilising the available secondary data provided the researcher with an overview of the targeted sports provision taking place in the north of the city as part of the Schools Sports Partnership. Coupled with the last OFSTED reports, this illustrated the academic and emotional benefits that sport provided at each of the schools.

Through using a predominantly quantitative questionnaire, which elicited a high response rate, the data collected illustrated the extent of participation in both the curriculum and in extra-curricular activities, the views of both participants and non-participants, plus as an indication of understanding of perceptions of social issues associated with exclusion and potential links with sport. However, analysis of the results did not uncover possible identified variations by ethnicity. Through interviews, however, ethnic minority young people who had been identified from the questionnaires were able to express views and opinions on their ethnic identity without the constraints of pre-determined categories. They were able to express their views about their ambitions as well as career aspirations and their understanding of sport's potential use to tackle wider social issues.

Adopting elements of grounded theory promoted by Charmaz (2000) enabled the researcher to explore additional issues in detail. These were indicated in the results of the questionnaire and secondary data, and included issues about identity, the extent of anti-social behaviour and the benefits associated with taking part in sport. The initial research explored the research area holistically and in context, which was informative and provided a sound base of information. Consequently, this grounding provided the researcher with a true and fuller understanding of race, social exclusions and sporting dimensions which engendered feelings of trust and understanding amongst the practitioners and students alike. This allowed them to feel comfortable about sharing their perceptions and experiences, which supported and contributed to the qualitative dimension of this social science research. Subsequently, the methods developed suited both the research purpose and the individuals involved.

9.5.2 Recommendations for Policy & Practice

Modified research design to further explore identity – When research is conducted through questionnaires, an adaptation of ethnic categories should be considered to allow respondents to state their own identity rather than conforming to a prescriptive list provided by the ONS. Through focussing on individuals and their stated identities, policy should steer practice to enable research to endeavour to study more closely defined groups which reflect identity, and seek to explore each of these in detail. Policy should be used to explore the interaction of gender and class with ethnic identity. Young people's identity, and how they construct their own

identity through sport should be explored. Additionally, whether young people believe that sport has a role to play in their lives should be considered in policy.

Integration of young people's views within research – Objectives for each School Sports Partnership should provide sufficient opportunities for feedback from a sample of young people, which may enable the views of the young people to influence practice both locally and nationally into the PESSCL (PESSYP) strategy and the work of the SSP's. Young people's voices should be integral to the policy process, thereby making both policy makers and deliverers more aware of the perceptions of the intended recipients.

Establish effective practice linked to local and national policies – There is evidence at a senior level of an understanding of national and local policy and strategies, however, there is an inconsistent approach at co-ordinator level, which in turn affects the delivery of initiatives at grass roots level. Integrating the views and perceptions of the young people will go some way to addressing the gap between policy and practice, which was highlighted within this research. By adopting these recommendations in relation to adapting procedure for the collection of data regarding ethnic identity, and by recording and acting on young people's voices, then policy makers may be able to address the question of whether sport has the potential to reduce social exclusion.

Maximise and publicise local practice – There is scope for partnerships to improve the current level of targeting, which is primarily based on age groups. By including objectives for each SSP to deliver programmes which provide activities for local targeted needs (e.g. disability, special needs, ethnic group, etc), adopting these recommendations would allow SSP's the flexibility to target potentially hard to reach groups and to work with other agencies.

9.5.3 Recommendations for Further Study

This research has attempted to address issues raised by Coalter (2000) and others concerning the need for a better understanding of the nature of participation in sport, and Long's (2002) concerns regarding the lack of research about the short-term impact of sports projects. Whilst this study has established differences in levels of understandings among adults within the Sheffield SSP, and the diversity amongst ethnic minority young people, the study has also highlighted areas which warrant further study.

Exploration of ethnic identity - Further research is required focussing on identity. According to census data, the UK is experiencing a rise in individuals who state their ethnicity as 'mixed'. There is currently a lack of UK based research into hyphenated identities. Researching young people (of primary and secondary school age) may establish what factors affect an individual's perceived identity and at what point in a young person's life do factors such as religion and cultural influences become prominent.

Long-term study – It is clear throughout the work of researchers such as Houlihan and White 2002 and Fenton, 2003, that there is a need for long-term study and effective evaluation processes. By tracking young people who have been involved in activities organised by SSP's, into their adulthood, parenthood or through their 20s, these studies can be used to establish the long-term impact of sports participation and influences on their lives.

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Appendix 1

Ethical Considerations

ETHICAL ADVISORY COMMITTEE



RESEARCH PROPOSAL FOR HUMAN BIOLOGICAL OR PSYCHOLOGICAL AND SOCIOLOGICAL INVESTIGATIONS

This application should be completed after reading the University Code of Practice on Investigations Involving Human Participants (found at <http://www.lboro.ac.uk/admin/committees/ethical/ind-cophp.htm>).

1. Project Title

A critical analysis of the relationship between sport, ethnicity and social exclusion:
School Sport participation and perception Surveys

2. Brief lay summary of the proposal for the benefit of non-expert members of the Committee

The research design

This piece of social research seeks to understand and explain patterns of sports participation and perceptions of its benefits amongst ethnic minorities, in relation to wider social exclusions issues such as crime, anti social behaviour and low educational attainment.

Information is being sought in order to explore the targeted sports provision in north Sheffield, developed and administrated through a Schools Sports partnership called 'The Arches'. Through using detailed questionnaires the participation rates and views of young students (aged 14 – 16 years) will be gained, and then followed up with focus groups to explore perceived benefits and attitudes to involvement in local sports initiatives. The information obtained through these techniques is not intended to fit neatly into discrete pockets, rather the design attempts to convey the adoption of an inter-related mixed-method approach in order to fully understand the complexities of the wider social exclusion issues.

3. Details of responsible investigator (supervisor in case of student projects)

Title	Dr	Surname	Kay	Forename	Tess
Department	Institute of Youth Sport – School of Sport and Exercise Sciences				
Email address	T.A.Kay@lboro.ac.uk				

Personal experience of proposed procedures and/or methodologies.

25 years of experience in Sports Development projects using the proposed procedures and methodology.

4. Names, experience, department and email addresses of additional investigators

Julie Fimusanmi – PhD Student - School of Sport and Exercise Sciences. (J.Y.Fimusanmi@lboro.ac.uk)
8 years of experience in Sports Development and education related projects, using the proposed procedures and methodology. Research undertaken at both undergraduates and postgraduate level,

including research for Sheffield Hallam University.

5. Proposed start and finish date and duration of project

Start date January 2006 Finish date July 2006 Duration 6 Months

6. Location(s) of project

The Arches School Sports Partnership, North Sheffield (including Ecclesfield Secondary School, Parkwood Secondary School, Wisewood Secondary School Firth Park Secondary School, Fir Vale Secondary School).

7. Reasons for undertaking the study (eg contract, student research)

PhD Research

8. Do any of the investigators stand to gain from a particular conclusion of the research project?

NO

9a. Is the project being sponsored?

Yes ☐

No ☒

If yes, please state source of funds including contact name and address.

9b. Is the project covered by the sponsors insurance?

Yes ☐

No ☒

If no, please confirm details of alternative cover (eg University cover).

10. Aims and objectives of project

Research Aims

- To analyse the targeted sports provision taking place in the North Sheffield Area, established as part of the Schools Sports Partnership, with specific reference to the involvement of ethnic minorities;
- To establish the rationale of the operation of the Schools Sports Partnership from the perspective of the key stakeholders, providers and ethnic minority young people;
- To determine understandings of exclusion and the experiences and perceptions of the benefits of sport for ethnic minority young people, within their broader lifestyles.
- To identify ethnic minority young people's understanding of the potential direct and indirect benefits on their wider lives, as a result of involvement in sport.

11. Brief outline of project

A) STUDY DESIGN

Research involving adults:

The views of the key stakeholders (including Local Education Authority Physical Education Advisors, Partnership Development Managers, Schools Sports Co-ordinations and Physical Education teachers, will be gained through semi structured interviews which will be recorded then transcribed.

Research Involving Children:

A questionnaire will be used to gain information about those who participate in activities provided through 'The Arches' Schools Sports Partnership. Demographic questions will include ethnicity, age, family structure and eligibility for free school meals. The section on participation, lists activities available and whether participants are involved in or out of school. In addition there are a series of question designed to gauge levels of perceived benefits of participating in structured activities, and whether this involvement has a bearing on crime, and anti-social behaviour etc through a combination of open and closed questions.

The questionnaires will be administered through school via form teachers. The staff leading the sessions will be provided with information sheets and guidance notes before they distribute the questionnaires to students who will have a 50 – 60 minute PHSE (Personal Health & Social Education) lesson to complete the questionnaire should they wish to.

Consent for the research will be obtained in advance from each Head Teacher and Board of Governors where applicable. Parents and students will be provided with an information sheet well in advance of the research taking place. Due to the relatively low risks involved in this study, in line with the British Educational Research Association, parental consent will be obtained on an opt-out basis. Each student will be asked to sign the informed consent sheet, prior to completing the questionnaire.

Samples of students will be selected and invited to attend a series of focus groups. Individuals will be selected from the information given in the questionnaires and will be sub-divided by ethnicity (those of African Caribbean origin and those of Pakistani origin) and gender. Focus groups will run with these sample groups which will allow more detailed discussion of the issues raised in the questionnaire. Students will be chaperoned by a member of staff at all times whilst the focus groups are taking place, which will be recorded, then transcribed.

Students and parents will be provided with an information sheet and then asked to sign the informed consent sheet prior to taking part in the focus groups.

B) MEASUREMENTS TO BE TAKEN

Of the five secondary schools involved in the partnership, one school will be used to pilot the questionnaires and focus groups in. In this school the questionnaires will be distributed to 30 students, with a focus of group of 6 individuals.

It is estimated that approximately 300 Questionnaires will be distributed amongst the remaining schools and circulated to students aged 14 – 16 years old (Years 10 & 11). These will be handed out to students by form teachers during PHSE lessons during the school day. Students will complete the forms which will then be returned to the researcher.

Approximately 30 students will be involved in the focus groups. The sessions will be recorded then transcribed.

12. Please indicate whether the proposed study:

Involves taking bodily samples	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves procedures which are physically invasive (including the collection of body secretions by physically invasive methods)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Is designed to be challenging (physically or psychologically in any way), or involves procedures which are likely to cause physical, psychological, social or emotional distress to participants	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves intake of compounds additional to daily diet, or other dietary manipulation / supplementation	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves pharmaceutical drugs (please refer to published guidelines)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Involves testing new equipment	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves procedures which may cause embarrassment to participants	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves collection of personal and/or potentially sensitive data	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves use of radiation (Please refer to published guidelines . Investigators should contact the University's Radiological Protection Officer before commencing any research which exposes participants to ionising radiation – e.g. x-rays)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves use of hazardous materials (please refer to published guidelines)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Assists/alters the process of conception in any way	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves methods of contraception	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Involves genetic engineering	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If Yes - please give specific details of the procedures to be used and arrangements to deal with adverse effects.

13. Participant Information

Details of participants (gender, age, special interests etc)

14 – 16 year old school children (Years 10 & 11) attending schools in North Sheffield.

Number of participants to be recruited:
Approximately 300

How will participants be selected? Please outline inclusion/exclusion criteria to be used.
Approximately 300 Y10 / Y11 students will be selected, based on the schools they attend, and their ethnicity. Forms / classes will be targeted with over 50 % ethnic minority students. From this larger cohort, students will be selected for targeted focus groups which contain male and females of African Caribbean origin and Pakistani origin only.

How will participants be recruited and approached?

Form teachers will distribute during lesson time. From these responses individual students will be approached personally (by the researcher) to take part in the focus groups.

Please state demand on participants' time.

Questionnaires – 50 - 60 minutes estimated completion time – during the school day
Focus groups – 1 hour approximately – during the school day

14. Control Participants

Will control participants be used? Yes ☐ No ☒

If Yes, please answer the following:

Number of control participants to be recruited:

How will control participants be selected? Please outline inclusion/exclusion criteria to be used.
N/A

How will control participants be recruited and approached?
N/A

Please state demand on control participants' time.
N/A

15. Procedures for chaperoning and supervision of participants during the investigation

Students will be supervised at all times by qualified staff from within their respective schools. The supervising staff may be form tutors, PE staff or School Sports Co-ordinators. All staff will be employed by Sheffield LEA, suitable qualified and CRB checked.

16. Possible risks, discomforts and/or distress to participants

None

17. Details of any payments to be made to the participants

None

18. Is written consent to be obtained from participants?

Yes

☒

No

☐

If yes, please attach a copy of the consent form to be used.

If no, please justify.

19. Will any of the participants be from one of the following vulnerable groups?

Children under 18 years of age

☒

No

☐

People over 65 years of age

Yes

☐

No

☒

People with mental illness

Yes

☐

No

☒

Prisoners/other detained persons

Yes

☐

No

☒

Other vulnerable groups

Yes

☐

No

☒

If you have selected yes to any of the above, please answer the following questions:

a) what special arrangements have been made to deal with the issues of consent?

Consent will be obtained by all adults involved in interviews

Consent will be obtained from the Head Teacher / Board of Governors at each school involved, for the focus groups and the survey.

Consent will be obtained via an 'opt out' basis from the parents of each child involved in the focus groups and the survey.

- b) have investigators obtained necessary police registration/clearance? (please provide details or indicate the reasons why this is not applicable to your study)
The investigator is a qualified teacher employed full time by Sheffield LEA with appropriate qualifications and CRB checked.

20. How will participants be informed of their right to withdraw from the study?

Both verbally and in writing.

21. Will the investigation include the use of any of the following?

Audio recording	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Video recording	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Observation of participants	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

If yes to any, please provide detail of how the recording will be stored, when the recordings will be destroyed and how confidentiality of data will be ensured?

Audio and video recordings will be transcribed. The recordings will be stored away from the educational institute where recorded. Recordings will be coded so that content of each is confidential. Wherever possible, interview notes/questionnaire responses/transcribed interviews will be stored in their original form for ten years from completion of the project, unless the data is to be used in later studies.

22. What steps will be taken to safeguard anonymity of participants/confidentiality of personal data?

All personal information will be encoded or anonymised as far as is possible and consistent with the needs of the study. Participants will be assigned a reference number or code as early as possible and data will be stored against this code instead of participants' names. Professional and voluntary workers will be referred to by the post they hold rather than by name.

23. What steps have been taken to ensure that the collection and storage of data complies with the Data Protection Act 1998? Please see University guidance on [Data Collection and Storage](#) and [Compliance with the Data Protection Act](#).

The personal data collected will be relevant, accurate and not excessive.
Appropriate and secure storage of all primary data is of paramount importance, for the protection of participants, researchers and the reputation of the University. Clear rights and levels of access to the data will be specified at the outset of the research project. Data will be stored safely with appropriate back up and contingency plans in the event of loss, damage or unauthorised access to the data. Where possible a complete duplicate set of the original data will be retained.

24. INSURANCE COVER:

It is the responsibility of investigators to ensure that there is appropriate insurance cover for the procedure/technique.

The University maintains in force a Public Liability Policy, which indemnifies it against its legal liability for **accidental** injury to persons (other than its employees) and for accidental damage to the property of others. Any **unavoidable** injury or damage therefore falls outside the scope of the policy.

Will any part of the investigation result in **unavoidable** injury or damage to participants or property? Yes ☐ No ☒

If yes, please detail the alternative insurance cover arrangements and attach supporting documentation to this form.

The University Insurance relates to claims arising out of all **normal** activities of the University, but Insurers require to be notified of anything of an unusual nature

Is the investigation classed as **normal** activity?

Yes

☒

No

☐

If no, please check with the University Insurers that the policy will cover the activity. If the activity falls outside the scope of the policy, please detail alternative insurance cover arrangements and attach supporting documentation to this form.

25. Declaration

I have read the University's Code of Practice on Investigations on Human Participants and have completed this application. I confirm that the above named investigation complies with published codes of conduct, ethical principles and guidelines of professional bodies associated with my research discipline.

I agree to provide the Ethical Advisory Committee with appropriate [feedback](#) upon completion of my investigation.

Signature of applicant:

.....

Signature of Head of Department:

.....

Date

.....

Appendix 2
Correspondence

School sport participation and perception questionnaire



Willingness to participate form
to be completed after Participant Information Sheet has been read)

The purpose and details of this study have been explained to me. I understand that this study is designed to further scientific knowledge and that all procedures have been approved by the Loughborough University Ethical Advisory Committee.

I have read (or had read to me) and understood the information sheet and this consent form.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study.

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing.

I understand that all the information I provide will be treated in strict confidence.

I agree to participate in this study.

Your name _____

Your signature _____

Signature of investigator _____

Date _____

School sport participation and perception questionnaire



Dear Teacher,

Thank you for delivering this questionnaire to your students. Please follow these few simple instructions to make sure this research is conducted the same way in each school around the city.

- Read the information sheet (yellow sheet) to the students.
- Give out the consent forms. Students should read this, (or you may read this sheet to the group) and sign if they wish to take part in this survey. Participation is optional.
- Students should then be given the questionnaires. There are 25 questionnaires. If your class size is smaller then just return the blank ones with the rest.
- Students are asked to put their name and form on the front sheet so that if needed they can be asked to take part in a focus group at a later date. However, all the responses are completely confidential
- If a student doesn't understand the questions, feel free to help them.
- Students may miss out any questions they feel are too personal or they simply don't know the answer.
- Stress, there are no right or wrong answers, their opinions are important.
- Generally Y9 /Y10 students will take 10 – 20 minutes to complete the questionnaire.
- At the end collect **all the consent forms and questionnaires** and place in the envelopes supplied and return to your School Sports Co-ordinator.

Thank you for your help.

Sports Partnership and Perception Research



Dear Parent / Guardian,

Over the next 6 months your son/daughter may be invited to be involved in research which is looking into sports participation as part of the Arches School Sports Partnership. Attached is an information sheet giving you some more background details on this project. Researchers and staff will be working in the school asking pupils to fill in a questionnaire about their activity levels and their thoughts on physical activity, and would also like to conduct some more in depth research through focus groups.

This letter is to obtain consent from you to allow you child to participate in this research.

The researchers who will be visiting the school have a range of experience of conducting research and particularly working with children and young people to obtain their views. Most of the students during the research process will only be asked to fill out a questionnaire. Only a small group will be asked to take part in focus groups and a further consent letter will be sent out when these pupils have been invited to take part to confirm you are happy for them to participate.

Participation in the research is entirely voluntary. If you child would like to participate they will be asked to sign a consent form before starting the research, however, they will be able to withdraw from the research process at any time they wish. Their identity will always be kept anonymous by the use of different names when the research is written up.

If you do not want your child taking part in the research, please complete the slip at the bottom and return to the **School Sports Co-ordinator name** .

Many thanks for your time.

Yours faithfully

School Sport Co-ordinators name

✂-----

Please complete:

I would not like my son/daughter _____ (name)
_____ (form)
to take part in the Arches survey.

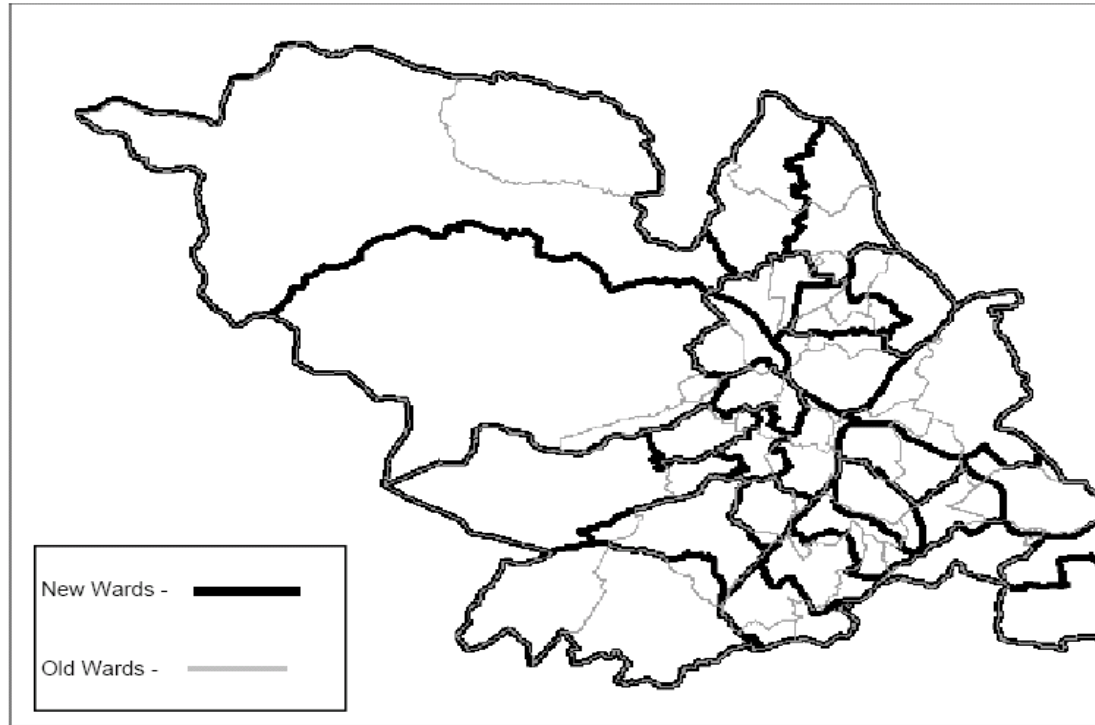
Signed. _____ Date _____

Appendix 3
Questionnaire

Appendix 4

Background to Sheffield and the Arches Sports Partnership

Fig A Sheffield's New Ward Boundaries - 2004



Source: The Office for National Statistics (2004)

To reflect changes in the dispersion of the population, 2003 saw the fundamental review of the electoral wards in Sheffield. The objective was to reduce the variation in size (in terms of both population and physical size) between the wards as shown in fig A (Office for National Statistics, 2004). The changes resulted in a decrease of wards by just one though fundamentally every ward changed to some degree. The geographical boundary changes were not reflected in the 2001 census data, however the information for the basis of this case study have been produced at Output Area level (OA), which is an aggregate of the new wards on a best fit basis. This is also the method used by The Office for National Statistics (ONS) and therefore adopted for this research (Corporate Policy Unit, 2004).

Table B Population size of Sheffield New Wards - 2004

Ward		All People	Ward		All People
1	Arbourthorne	17,525	15	Gleadless Valley	19,785
2	Beauchief & Greenhill	18,502	16	Graves Park	17,105
3	Beighton	17,794	17	Hillsborough	18,585
4	Birley	18,188	18	Manor	20,920
5	Broomhill	16,926	19	Mosborough	16,266
6	Burngreave	23,913	20	Nether Edge	17,998
7	Central	17,442	21	Richmond	17,290
8	Crookes	16,755	22	Shiregreen & Brightside	20,148
9	Darnall	21,067	23	Southey	19,933
10	Dore & Totley	16,404	24	Stannington	16,577
11	East Ecclesfield	17,801	25	Stocksbridge & Upper Don	18,400
12	Ecclesall	18,547	26	Walkley	17,992
13	Firth Park	20,118	27	West Ecclesfield	17,812
14	Fulwood	15,497	28	Woodhouse	17,988
			Total		513,278

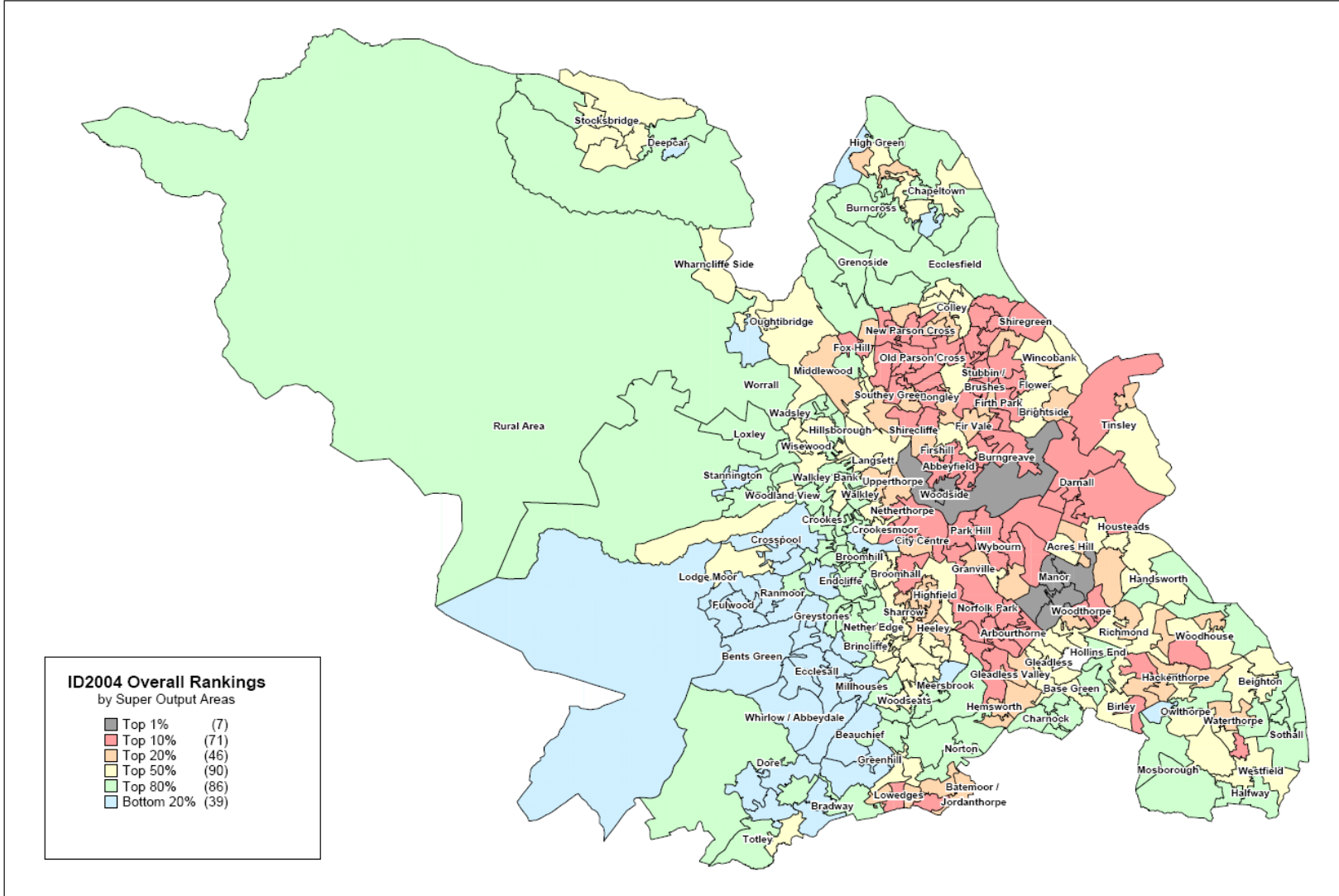
Source: The Office for National Statistics (2004)

10

Fig C shows the division of Sheffield by ward showing the Super Output Areas by ward which is based on The Index of Multiple Deprivation (IMD) which amalgamates from 36 separate social and economic indicators for each electoral ward in England. The principle domains of the index are Income deprivation; Employment deprivation; Health deprivation and disability deprivation; Education, skills and training deprivation; Housing deprivation; and Geographical access to services. (Sheffield Health Authority, 2001).

Fig C Sheffield Wards annotated by Multiple Deprivation Index Rankings

Sheffield Super Output Areas



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Fig D Distribution by Ethnic Origin in selected Sheffield Wards

Ward		British	White Irish	Other White	White & Black Caribbean	White & Black African	Mixed White & Asian	Other Mixed	Indian	Asian / Pakistani	Bangladeshi	Other Asian	Black / Caribbean	Black / African	Other Black	Chinese	Other Ethnic Group	All Ethnic Minority
6	Burngreave	60.0%	0.7%	1.7%	2.0%	0.4%	0.9%	1.0%	0.6%	18.9%	0.6%	2.7%	4.7%	3.6%	0.6%	0.2%	1.3%	37.5%
9	Darnall	68.5%	0.5%	1.0%	0.6%	0.1%	0.5%	0.5%	0.6%	18.8%	4.4%	1.2%	1.0%	1.0%	0.1%	0.1%	1.1%	30.0%
13	Firth Park	90.3%	0.7%	0.8%	1.3%	0.1%	0.6%	0.6%	0.3%	2.5%	0.1%	0.6%	1.0%	0.4%	0.2%	0.1%	0.3%	8.2%
17	Hillsborough	96.1%	0.5%	0.7%	0.6%	0.1%	0.2%	0.3%	0.1%	0.3%	0.0%	0.2%	0.4%	0.1%	0.1%	0.1%	0.2%	2.7%
22	Shiregreen & Brightside	92.3%	0.5%	0.7%	1.4%	0.2%	0.4%	0.3%	0.4%	1.7%	0.1%	0.3%	1.2%	0.2%	0.1%	0.2%	0.1%	6.5%
23	Southey	95.4%	0.4%	0.5%	0.7%	0.2%	0.3%	0.1%	0.3%	0.8%	0.0%	0.1%	0.8%	0.2%	0.0%	0.2%	0.1%	3.6%
24	Stannington	97.4%	0.5%	0.6%	0.3%	0.1%	0.2%	0.2%	0.1%	0.3%	0.0%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	1.5%
26	Walkley	87.0%	1.0%	2.2%	1.2%	0.2%	0.5%	0.4%	0.5%	1.1%	0.1%	1.2%	1.5%	1.2%	0.2%	0.9%	0.8%	9.9%
	Sheffield	89.2%	0.6%	1.4%	0.7%	0.1%	0.4%	0.3%	0.6%	3.1%	0.4%	0.5%	1.0%	0.6%	0.1%	0.4%	0.4%	8.8%

Source: 2001 Census

40 **Table E Economic Activity of residents in selected Sheffield Wards**

Ward	All people aged 16-74	Economically Active						Economically Inactive					
		All Total	Employed/self employed	Part Time	Full Time	Unemployed	F/t Student	All	Retired	Student	Looking after home/family	Perm sick or disabled	Other
6 Burngreave	16358	53.9%	44.1%	11.3%	32.8%	7.6%	2.3%	46.1%	12.9%	7.3%	9.9%	9.0%	6.9%
9 Darnall	14495	57.0%	48.9%	12.8%	36.1%	5.9%	2.2%	43.0%	13.8%	6.0%	9.8%	8.1%	5.3%
13 Firth Park	13625	56.7%	48.7%	13.1%	35.7%	6.3%	1.6%	43.3%	14.9%	3.7%	9.2%	10.6%	5.0%
17 Hillsborough	13386	71.6%	66.2%	15.6%	50.5%	3.4%	2.1%	28.4%	13.0%	3.2%	5.1%	5.2%	1.8%
22 Shiregreen & Brightside	14142	63.9%	57.1%	15.6%	41.5%	5.0%	1.8%	36.1%	12.1%	3.0%	8.0%	8.8%	4.1%
23 Southey	14068	60.7%	53.3%	14.1%	39.2%	5.8%	1.5%	39.3%	14.0%	3.4%	8.3%	9.4%	4.2%
24 Stannington	12200	66.6%	61.9%	15.7%	46.2%	2.9%	1.9%	33.4%	18.6%	2.5%	4.8%	5.3%	2.2%
26 Walkley	13725	65.0%	56.9%	12.2%	44.7%	5.4%	2.7%	35.0%	11.8%	9.0%	4.5%	6.5%	3.2%
Sheffield	373962	63.1%	55.7%	13.8%	41.8%	4.2%	3.3%	36.9%	13.5%	8.1%	5.9%	6.2%	3.1%

Source: 2001 Census

Fig F Distribution of qualifications of residents in selected Sheffield Wards

Ward		All 16-74	No qualification s	Level 1	Level 2	Level 3	Level 4/5	Other quals. Level unknown	Qualification Score
6	Burngreave	16,578	44.4%	15.1%	14.1%	6.0%	13.7%	6.6%	129.7
9	Darnall	14,567	45.7%	16.9%	14.1%	6.8%	9.9%	6.7%	116.5
13	Firth Park	13,577	48.6%	17.5%	14.8%	4.4%	7.5%	7.2%	101.4
17	Hillsborough	13,384	30.4%	20.9%	18.8%	6.4%	16.4%	7.1%	158.5
22	Shiregreen & Brightside	14,144	43.6%	20.6%	16.5%	4.7%	6.8%	7.7%	106.2
23	Southey	14,080	47.8%	18.4%	15.5%	4.8%	6.2%	7.5%	98.8
24	Stannington	12,169	31.6%	17.6%	17.9%	6.2%	17.7%	8.9%	160.7
26	Walkley	13,829	30.6%	14.0%	13.5%	9.2%	26.0%	6.7%	192.3
5	Broomhill	14,402	8.1%	3.8%	8.2%	47.6%	30.6%	1.7%	302.3
10	Dore & Totley	11,566	17.1%	12.7%	20.4%	8.1%	35.4%	6.2%	243.4
12	Ecclesall	13,430	12.0%	9.9%	17.8%	10.8%	44.8%	4.6%	284.3
14	Fulwood	11,877	10.9%	7.8%	15.2%	21.7%	40.7%	3.7%	290.0
20	Nether Edge	13,934	15.4%	7.8%	12.8%	19.2%	41.8%	3.0%	282.1
	Sheffield	374,219	31.6%	17.6%	17.9%	6.2%	17.7%	8.9%	160.7
Notes :	Level 1:	1 + 'O' levels/CSE/GCSE (any grade 1), NVQ Level 1, Foundation GNVQ or equivalents							
	Level 2:	5+ 'O' Levels, 5 CSEs (grade 1), 5+ GCSE (grade A*-C), School Certificate, 1 + 'A' Levels/AS Levels, NVQ Level 2, Intermediate GNVQ or equivalents							
	Level 3:	2+ 'A' Levels, 4+ AS Levels, Higher School Certificate, NVQ Level 3, Advanced GNVQ or equivalents							
	Level 4/5	First Degree, Higher Degree, NVQ Level 4/5, HND, HNC, Qualified Teacher Status, Qualified Medical Doctor, Qualified Dentist, Qualified Nurse, Midwife, Health Visitor or equivalents							

Source: 2001 Census

Appendix 5

Selected Interview Transcripts

Interviewer
Introduce yourself

RESPONDENT
I've got a mum and a dad and I've got sisters and brothers.
4 brothers and 4 sisters.
No, I'm right in-between.

RESPONDENT
I've got a mum and dad and I've got 2 brothers and 2 sisters.
I've got 2 cats. It's only me, my mum and my little brother that's living in the house right now.

RESPONDENT
I have a mum and dad, 3 brothers and 1 sister. No one else is living in the house except for my immediate family.

RESPONDENT
I've got a mum and a dad, 2 brothers and 2 sisters,

Interviewer
if you had to explain what your ethnicity was, your background, what would it be?

RESPONDENT
Somali.
Arabic.
Somali.
Somali.
Interviewer

Would you describe yourself as being black or would you describe yourself as being Somali then?

RESPONDENT
Black.
Arabic. Yemen. Both of them

Somali
Somali.
Yea, but I'm still black, aren't I?
No...but I mean like...say we're doing this and someone wants to know what colour my skin is, then I'm black rather than saying I'm sort of black.

Interviewer
Ok, are any of you religious?

RESPONDENTS:
Muslim
....Muslim
....Muslim
....Muslim.

Interviewer
Are your parents Muslim?

RESPONDENTS
Yea [all]

Interviewer

Ok, and what does it mean to be Muslim to you?

RESPONDENT

It's like...we believe in Allah and we do like what Allah says in the Koran...we pray and we fast. Sometimes...I mean, you're not supposed to do it with boys...dressed like in shorts and go do it with the boys.

But its not a problem Not really because we're separated anyway.

Interviewer

Has anyone here now ever used religion as a reason not to do PE?

RESPONDENTS

Yea.

Yea.

I always do PE, no matter what.

Fasting...

Sometimes when I fast I still do PE because it's only like the 1st lesson so you've still got energy left.

Interviewer

Ok, think about your family now, particularly about your parents: do any of your parents play sports?

RESPONDENTS

No.

No.

They watch sports, actually. Football

RESPONDENT

My dad does... Basketball. He just throws the ball to them (the boys) and doesn't play...and shows them how to do things.

RESPONDENT

My dad and my mum, they used to play sports when they were young but...I don't know.

My dad used to play football, I think. My mum liked gymnastics and stuff, I think.

Interviewer

So, if you had to choose a sport that was your favourite sport, what would it be?

RESPONDENTS

Netball.

Football.

Basketball.

Football.

Interviewer

You all do PE in school...

RESPONDENTS

Yea...

Interviewer

...do you like it?

RESPONDENTS

No.

Yea.

Yea

I don't like running.
Me, too.
It's one of my favourite lessons.

I can only run in like games like netball and basketball and that but running in a straight line like 200 meters, I can't do it.

Interviewer
What would you do if you had a choice

RESPONDENTS

Swimming.
Football.
Ice skating.
It's more fun. You can enjoy it.
It's different.
And you can use it outside school...like if you go with your friends somewhere, it's better to know how to do it...because it like a waste of time going where you don't know.....everyone else does...you're left behind. When you do it at school and you learn it, then it's easier for you.

Interviewer
Why do you think you have to do PE at school?

RESPONDENT

So you can get fit.

So maybe like for the future...if you want to be a PE teacher, you have to do PE because you can't be a PE teacher without PE.

It's good for our health, though.
It's only 1 hour so it's not like it makes any difference.

Interviewer
So you don't think it makes that much difference but you think it could help you in terms of your health?

RESPONDENT

Yea.

Interviewer
Any other reason why you think you have to actually have to take part in sport at school?

RESPONDENTS

It's fun.
It is not.
It is sometimes.

Interviewer
Ok...again, honesty time: do any of you smoke?

RESPONDENTS

No [All]

Interviewer
Any reason why you don't think about smoking?

RESPONDENT

My Parents.
My parents.
It's not good for you...it's like it makes you addictive and it's got all bad things.

You know when you're at the bus stop and you can see other people smoking, they smell really bad...
Yea, I don't like the smell!

Interviewer
Do you think taking part in PE is linked to smoking?

RESPONDENT
No.

Interviewer
Are you ever taught about why you shouldn't smoke in your PE lessons...or is it taught somewhere else in school?

RESPONDENT
...somewhere else in school but not in PE.

Interviewer
are you taught anything else in PE lessons?

RESPONDENT
They tell us how to do basketball properly and stuff...not really...

Interviewer
Ok. So, let's think: when you leave school, what do you want to be?

RESPONDENT
A doctor.
A nurse.
A doctor. I want to be a paediatrician, just to be exact.
A surgeon.

Interviewer
Do you think that actually taking part in sport will help you become a paediatrician, doctor, nurse...?

RESPONDENTS
No.
Yea.
Yea, because they talk about your bones and...
...biceps and triceps and what moves while you are stretching.

Interviewer
Ok, what about in PE...are you ever taught how to play games and for one of you to be a referee or coach?

RESPONDENT
Yea.

Interviewer
Do you think that could help you with what you do outside school in terms of like learning how to talk to other people?

RESPONDENT
Yea, it teaches you to be like a leader.

Interviewer
Do you think PE can teach you anything else on that social skills side?

RESPONDENT

I think like when you really want to play with your little brothers and sisters and they really like football, then its not really nice if you can't play football with them...probably people will laugh at you.

Interviewer

Do you think that Somali girls get into trouble more than any other girls from any other religion or race?

RESPONDENTS

It depends how they are because like...

They usually say something mouthy...not me, of course...

Sometimes...at this school?

It depends upon their personality because like some English people, Jamaican people...there's always like...not only Somalia people aren't like perfect...there must be like some people that misbehave.

We're not friends with bad influences...only good people.

Interviewer

Why don't you all get into trouble outside school?

RESPONDENT

Because my mum and dad, they tell us how to behave and like respect and stuff.

Interviewer

Most of you here have got brothers...do they play sports?

RESPONDENT

Yea.

Yea.

Yea, a lot.

Interviewer

Do they play sport outside school?

RESPONDENT

Yea. [All]

Interviewer

Do you think the fact that they've got hobbies outside school helps them also keep out of trouble?

RESPONDENT

Yea because, you know, if you go somewhere from about 5...because 5 is about the time people get in trouble because they are staying outside...then if you have something to do, then you're not outside to do it.

Yea, you're not distracted by bad influences.

Interviewer

So, you think sport could be quite important for some lads particularly, to keep them out of trouble?

RESPONDENT

Yea.

Interviewer

Do you think the police should get involved with things like sport outside school?

RESPONDENTS

No.
Yes.
Yes.

Interviewer

Do you think it should just be about youth clubs and people like Miss Bannister running a basketball club or badminton club?

RESPONDENT

I don't think police have anything to do with sports and stuff.

Interviewer

If you wanted to do ice skating and it was organized by your local community officer, would you go?

RESPONDENT

Yea, definitely.

Yea.

Yea.

It depends if there is a teacher in it because they might bring us to jail in it.

[Laughter]

Interviewer

Right, ok...but in principal, you've got no big problems with the police?

RESPONDENT

No. [All]

Interviewer

Where do you see yourselves when you're 19...20?

RESPONDENT

University.

A Levels going into university.

Interviewer

Do you think you'll still be playing sport out of choice...because no one is going to force you.

Do you think anyone here would be playing sports?

RESPONDENT

Yea, I think so.

No.

I'd be doing sports.

Interviewer

Do you think you will do any exercise at all for fun?

RESPONDENT

Yea, then I will be.

Yes.

Interviewer

In 5 years time, what can you see yourself doing for fun?

RESPONDENT

Swimming.

Swimming.

Football.

Hmm...basketball. Yea, I'd do it by myself or with...Friends

Interviewer

Do you think you will still play sport by the time you get to your parents age?

Respondent

Yea, because...yea, because you'd be teaching your children and that.

I think everyone else would be doing it but I don't like doing it.

I always do sports, I think.

Interviewer

Ok ladies, thank you very much.

Interview with Athletics Sports Coach

INTERVIEWER:

What do you do...what's your job?

RESPONDENT:

My professional job title for Don Valley Stadium is Athletics Coordinator. So, originally I was a coach here and then I kind of adopted the [mantel] of head coach and that turned into 'Athletics Coordinator', so that's kind of how it developed. This is mostly voluntary so I am paid 12 hours a week at the basic Council rate to do all the athletics...that's it.

Well, originally there was an Development Officer when it was Simon Richardson's post, hence [Visual activity]...Simon, Simon, Simon...athletics suprimo...sports suprimo...champion...they are all about Simon's projects...you get the theme.[Laughter] There's something about an athlete somewhere in there...if you look hard enough...yea, seriously!

Originally, there was...I think how it went was...I think the way it was...whatever it was, it was Sport and Community Rec, as it was then, paid half and SIV paid half into the Sports Development Officer post...[ADO] post. Simon then moved on...the guy that's now in the position, I don't think he's paid by SIV anymore...I think he's...Activity Sheffield does now...whatever that...whoever...pays that salary now.

So no, I don't think they do...I don't think they've worked out...really, the ins and outs of who pays what...I don't know, honestly, to answer that question but my job, as it exists really, is not one with a contract or a job description but basically I coordinate the athletics here so... When I started here as coach, in the 90's, there were fractured groups and coaches all coming from different parts of the North of England, actually, to use this facility...and no one had stitched it all together.

So, probably about 6 years ago, I sat down with Simon and the Operations Manager who was then here, and said 'look, we're coordinating this, let's try and get an academy set up of some kind.' Because, I was one of the coaches working within that...Nicola was doing that coordination job and then she moved off into her sport full time and it kind of left a vacuum. And, that's how it worked. And, we got together with as many of the coaches as wanted to be part of it, from the different clubs and the different regions and said 'let's sit down and put something together' and that's how it started.

INTERVIEWER:

So, how do you choose the athletes that you work with?

RESPONDENT:

By then we...this was prior to any of the sort of EIS structures, the EIS wasn't there then so I used a model I think the Cuban's used and a bit of the stuff the others had used...and we tested about 300 kids that we got from the Schools Network. We took podium places plus some other invites, then we just did the tests...various tests on them, that's all, sort of like sprinters, jumpers, throwers, all 3 eveners', distance runners...got the coaches involved then and it went from there.

INTERVIEWER:

Why do you do so much work with athletic minorities?

RESPONDENT:

I studied different sports and I was, basically, at the University of Sheffield and I lived in Broomhall whilst I was studying...and I started working with people that lived in my community, really, because there were issues and tension in the community and things happened to me personally and I thought, well ok, I can either do one thing about this or I can go about it another

way...and then I decided I needed to find out what's happened. This is when the Somali community first arrived in the sort of centre of Broomhall and pretty dislocated and there was an obvious generation of guys who were just a bit younger than me who had nothing to do and were occupying themselves in their own way of an evening!

Oh, yea, I remember doing...if you want it on a personal level...when I was a student, I did a fundraiser event...I think it was for the Cuba campaign at the Broomspring Centre...and we raised a fair amount of money and they just came in and took the money...and they were pretty violent to get it and disappeared off down the road with it. And I went...

...Yea, 6 or 7 o'clock in the evening. Yea, that's how it started, to be quite honest with you, and I thought there were a lot of people who worked very hard all day for that and there were 2 ways about it: you could chase them and maybe, you know, maybe get some of the money back and maybe make an issue out of it...and I sat down with the people who were there and thought, well, what can we do about this? And on another level, just personally...yea, there was a lot of crime against students...there was just a lot of crime against students and there was generally one group who were involved in it and it was the young Somali males.

So, that was really the lead in and I sort of looked at what else there was in the area and, of course, there was nothing. The Broomspring had a beaten up old yard with half a hoop and in those days, Springfield School was on a...the head was on a 'no competitive schools' ethic. So, I got involved, started talking to learning mentors and I realized there was a generation I probably couldn't do a lot to help but there was a younger generation who was perhaps just starting to go into the schools here...because that older generation hadn't been in education, they had arrived here probably aged 14, 15, 16...you know, by that point there probably wasn't a lot of input I could have.

So, I then started working in the school...tried to help develop sport, at any level, in the school and then it went from there. I found, you know...the initial phase of people that came from here were people like [Gerald Phiri, Jamie Williamson] who've gone on to be sort of...in terms of their long term athletic development, are now sort of GB Juniors or GB Under 23's and so I had the link in there with the Abbeydale corridor, with those boys with the role models. And then it was a case of trying to find members of the Somali community who were maybe older brothers but who wanted to get involved in helping me out...you know, because the hard part was the family links and getting those networks in place.

And, [Abdil Risak-Ahmed] came along...I think it was '02...and I managed to get a Somali ex-athlete to come and help me. He hasn't...he didn't have any coaching qualifications but he came down and I got him involved. I sort of linked things up with the stadium here because it was a tram route, it was easy to get people in. I tapped into some of the Burngreave networks that were already in place and then, got things rolling.

And, Abdi was obviously already a talented kid, he just needed guidance on where to go and what to do with it. And then, once I got him up and running at Abbeydale School...where Gerald had also been a student, Gerard. Then, it was easy!

INTERVIEWER:

How did you always seem to work with the kids you who are really quite talented. How do you choose the really talented ones from the other Somali kids

RESPONDENT:

I don't know...I think on one level you've got to get down there and do the community work and we did summer schemes and we did other stuff where I just had a chance to get involved and give everybody a chance to get involved with the activities. And then, the ones that want to get themselves down here and are motivated enough to get on the tram, pay the 40 pence, get here, stay on the tram and not get kicked off, make their way through reception...part with...I funded some of them getting in...Uri helped me with some of them starting up, funding the ones that we wanted to support getting in here.

And, it was just changing that culture because obviously, a lot of stuff had been handed out on a plate back their in Broomhall and there needed to be a sort of broadening of their horizons: 'Ok, this is what it means to travel out to Don Valley...this is going to involve a tram fair and, at some level, it's going to involve you paying something, a contribution towards the activities that you are participating in'. And that's been a process...and SIV has been helpful in that regard, in terms of reducing the price for them to enter the stadium on a membership card basis and it's about them, you know, learning to keep hold of the membership card and behave their way successfully on the tram to get here.

Initially I had help from a guy who was an older sibling who used to travel on the tram and did a bit of, you know, like the guys do on the London Underground now: the Guardian Angels. We did a bit of Angel dropping in terms of helping people get through the journey successfully and not get lost in Meadowhall and not get arrested. And that's kind of how it works.

And I suppose, to answer your question, at some level you get...the boys who really want to do it and who are successful and prepared to work hard... are the ones who come here and make the effort to come here...and the ones who aren't are the ones you see in the community where you put stuff on.

I went to the local schools, got some funding, put on a [????] at Goodwin on Astroturf because we had lights. Then we focused on getting the lights switched on back at Springfield School because they'd been there for 15-20 years...no one had ever seen them work...new head, newer thoughts...let's work on getting this Broomhall Community forum, let's work on getting the lights switched on for a start...let's get some markings down on the concrete and it kind of went from there.

You know, athletics by its nature...I did football originally, obviously...we started off with generic stuff and then we went football. And, the ones that want to go football have gone football, and the ones that want to do athletics, you know, are motivated because it's the nature of the sport. And that's it...sorry if that was a bit round about.

INTERVIEWER:

Do you get any girls?

RESPONDENT:

I do but I never hold on to them. Abbeydale is starting to get involved in helping me get the girls here but there's never the continuity there...unfortunately.

INTERVIEWER:

Why do you think that's so?

RESPONDENT:

Well, cultural issues...it's an amalgamated group. I brought in a female coach to help me with that angle. I got her working in the schools with me. Two years ago I had Wyam, who was great and she went after football and she's now playing...she went from Sheffield Wednesday to Sheffield United...I think she's England Ladies now. And, she was...that was her younger brother who just rang me up, her brother who just broke his leg. So, when I had Wyam, things were great...there was a role model, there was a girl...or young woman...who was not scared to say 'yes, I'm wearing a head scarf but I'm doing sport...and you are not going to intimidate me! I'm going to get on and do it.'

And once I had one of those, I had more people to follow but then Wyam got to year 10...I've got to concentrate on exams, I've got to make the choice of football. I said 'fair enough, if you want me to help with the football in terms of the other stuff...the strength and conditioning stuff...tell those people to come see me. And, we still keep in touch but she's...you know, she's gone on her own pathway.

And, the girls that I get now...you get, in the summertime, when the athletic season is on, I'll get a group of Abbeydale girls coming but not through the winter. So, it's there but I haven't had any of these long enough to really work as role models and get that done and up and running.

INTERVIEWER:

The government is spending lots and lots of money on sports at the moment...why do you think that is?

RESPONDENT:

PR! [Laugh] Obviously the London Olympic bid has focused things for us as a nation and also there's the Healthy Schools aspect to it. I've not been in the system long enough to know if this is a circular thing that happens so often anyway but, it's probably a combination of that, the anti-obesity stuff and yea, I suppose I have been around education long enough to know that generally the new Labour thing has been a wider focus on the extended school structure...if that's the best way to put it...and I think sport fits into that quite nicely.

INTERVIEWER:

Do you think the money is actually helping to achieve any of the goals such as issues such as obesity, Healthy Schools; generally.

RESPONDENT:

Yea, I do see it generally, to be honest, but I think it's just showing that so many of the resources get pumped into sports like football that already have a lot of resources and money of their own. I mean, you do see that. Again, I'm not sure quite how well it's all coordinated.

For instance, last summer when we were on that yard at Springfield, waiting for the flood lights to come on, there were 3 or 4 different groups all trying to do deliver sports activities on the same afternoon in the same sports in the same community! [Laughter] Overload, overload!

Obviously they realize there is a target there that needed to be hit but... how many times in one night

Yea, the kids didn't know what club they were in or whatever. Sorry, I'm just getting texts from my various youngsters if athletics is on today. Yes...yes, it is Carlton. You can see a change and you can see there is more about and you can see, in terms of money being put into areas in communities that doesn't involve parents transporting people to facilities and clubs, yea, you can see that change...in terms of more delivered locally to the communities, yea.

INTERVIEWER:

In...so, in Broomhall, since the days of certain elements of the Somali community nicking the cash, now that there is more gain off...

RESPONDENT:

They were great runners...they got away from me! I couldn't catch them! [Laughter]

INTERVIEWER:

Do you think having more to do in the local community has helped in terms of sort of crimes, in terms of anti-social behaviour,?

RESPONDENT:

Yea...I still think there is a danger zone. Part of the problem is, for instance, most of the families now, in that community, aspire to send their kids to Silverdale or High Storrs Schools because of the results from those schools. Now, those schools are dislocated from where their kids live so they don't tend to spend much time after school involved in activities.

So, they will leave that area, which is a different world, and come back down to the city centre in Broomhall. And yea, there is more stuff on for them but you can still go out at 9 o'clock and find groups wandering up and down Division Street, West Street, you know, looking for things to

do...of an evening'! I think part of the problem is the 'safe areas to play' thing...it comes back to the safe areas to play and there probably aren't...I don't know what they are going to do with Devonshire Green...that will be interesting to see when that's finally finished. But, I think there could be more organized activities...yea, certainly.

INTERVIEWER:

Do you think there is a capacity...is there a point by which you can put all the activities on that you can get the money for but there's still going to be disaffected kids in the area?

RESPONDENT:

Yea, of course you are going to get that but you can't extrapolate from that...you'll always find people to fill a stereotype, won't you?! But, I think what you can do with young people who have been through the education system here is let them know where they can take those skills and where they can continue to develop themselves and I think...perhaps there is a shortage of that.

So many of them want to come and use the gym here and it's an absolute nightmare to get young people gym memberships because of the whole liability issues. For instance, if you were to open up a gym in Broomhall, you'd have hundreds of smiling lads wanting to go in there and use it...you know, there's nothing like that. There's a Broomhall All-Stars Football Team, which is now up and running...and they've got access to that little pitch at the back of Collegiate which Sheffield Hallam have. So, there's a facility there that's happening, too. Because, basically, they were breaking into it to get into it anyway, so now it's there.

Again, there's Goodwin, which is accessible but only if you've got the £40 per hour to pay for the pitches...or you've got that yard at the back of Springfield. And other than that, there's not a huge amount, facilities wise, for people to tap into in that area...because most of the funding for all these things is likely to go into the New Deal areas, like Burngreave where there's sports events coming out of your ears.

It's that kind of corridor Abbeydale Corridor thing...Broomhall, City Centre...might even be dipping down as far as Netherthorpe and Upperthorpe you know...in fact, it definitely is if you look at...

No, but there's a swimming baths that's been rebuilt with a gym in it but again, can you get access to it...probably not is the answer I would say. I would say that's an area that's missed off because of the postcodes, you know, that's S10 so it's probably missed.

INTERVIEWER:

What particular problems have you found in the Somali community, the lads particularly, getting them out of where they live and to go to either train or compete in other parts of the city or country?

RESPONDENT:

Well really, I have to do most of the parenting, I'm sort of the guardian so I'm the one filling in the entry forms and paying the entries and transporting them to the events and making sure that they've got what they need to compete in the event and the rest. It's difficult...most of them come from large, extended families and small, cramped unsuitable accommodations. Most of the parents are in their late 60's, early 70's...so probably have health conditions of their own which means they can't get involved in sport and their children and stuff like that. There are quite a few barriers there for them accessing the next levels of sport, yea! [Laugh]

INTERVIEWER:

Is that unique to the Somali community?

RESPONDENT:

Probably not...no...but, I think...no, Yemeni communities...I've got some of the events in the Yemeni communities and I'm sure it's...I think it's just a...it's difficult. On one hand, you could say there are lots of barriers but on the other hand, if that makes the young person...the young person, more often than not, is the carer so they are looking after older family members but, on the flip side of that, they're usually quite a motivated, determined person who will, if you give

them an opportunity, take it...because they don't get a huge amount of opportunity offered to them so, I prefer to look at it in that light! [Laugh]

INTERVIEWER:

In your loco parentis role how much time would you say you spend on that sort of parental support role as opposed to actually being a coach?

RESPONDENT:

Lots! [Laugh] I wouldn't want to...no, I wouldn't want to qualify it...can I just briefly text one back to say yes, come down?

INTERVIEWER:

Yes [Laugh]

RESPONDENT:

Because, if I don't, he will not...'yes, it is on today, as always'. [Sending text message]
Yes, lots...I wouldn't want to spend too much time thinking about it. Fortunately, I don't have any children of my own so...yea...I'm selective about who I offer that to and on some level, you realise...particularly in a sport like ours...again, I'm going to go stereotypes here.

In a city, urban black youths will access athletics but they will be sprinters or jumpers and they'll be going on to a local club in Birmingham or London or whatever. But, when I take the boys to a cross country event, we are the only ethnic minorities at the cross country event...and there might be several thousand people there. Because, that involves, obviously, a fair amount of logistics in terms of finding a field somewhere near Sunderland...on a winter Saturday in order to run in the National Cross Country Championships! [Laugh]

You know, so...I like...what I want from the lads is to just show me their level of commitment within the realms of what they can do as the young person...be where I ask them to be so I can collect them, get the kit prepared and enjoy their day...and I'll do the rest...that's fun, it's not an issue. I don't mind it...I draw the line at cleaning their spikes! They will get one go at dumping their spikes with me and the next race they come and they find the spikes are all in the condition I left them in. [Laughter]

That's for the cross countries, but I think it's gotta change...that's gotta change but you see...I don't know in your sport but in athletics, the people that get there, the GB and England Junior levels, are the people who've got the family networks around them, who are prepared to run them to races on 30 weekends a year and support them through their training programs...and that's it.

And you'll get the odd lot Mark Lewis-Francis.

INTERVIEWER:

They are the exceptions to the rule.

RESPONDENT:

Exactly...not because of the system but really inspire them.

INTERVIEWER:

What do you think the kids get out of all this?

RESPONDENT:

Well, I think it's a chance for them to 1] show what they can do and if I can tie that into their school life a little bit...I don't want to make it grand stereotype well, I'm going to stereotype you as a secondary school PE teacher but I think where some secondary schools fall down is that you get a youngster who is not going to succeed academically...they've arrived at secondary school from a primary school where they had more attention, because they were in a smaller class and that teacher only had to teach that one class.

And certainly in a 150 to 200 year group at secondary school and the only thing they have about them is their sporting ability. They are not going to...they can't perform academically. Now, if they don't get picked up on a sport, you've got problems...because that is the one area their self-esteem can be honestly allowed to grow and they can develop in the rest.

I see that with quite a few of my youngsters in that, they go to a bigger school, won't get picked up or some aspect of their behaviour will mean that they don't...there's a barrier there for them accessing the sport, let's put it that way...i.e., they are never there when sports days are happening or whatever...they are not in school. To get to English schools you've got to be in an English school...that's what I keep telling them! [Laughter] That's why it's called English schools.

So, I think that's the bit where I can...if they can see me as being part of the school system and they can see that as part of their learning, then for me that's a positive thing. For me, education isn't just about the academic intelligence, there's a lot more to it than that...and obviously I want to help them develop the other. And, they are mostly kinaesthetic learners and...fortunately I can still do some of it so they can watch! and the stuff I can't do makes laugh, so...everyone's a winner! [Laugh]

INTERVIEWER:

What do you think are the longer term benefits? what do you think the longer term benefits are of them being involved in a sport now...or being involved in that particular structure?

They are involved in sport now, how do you think that's going to affect the rest of their lives, basically, for the next decade...as opposed to the kids that you still see on the street, that still get involved in anti social behaviour

RESPONDENT:

First of all, I think it's a shame that...we preach a lot of long term athletic development in the Sports Science structures and universities here but we don't really practice it. So, for instance, someone like Mukhtar, if he was to be dropped by Sheffield Wednesday in 2 years time, if there wasn't someone else around to sort of pick up where he had been left [Laugh], he'd just be another one of the hundreds every year that get dropped by football and then have no where left to turn.

There is a generation of Somali males, again, in my age [Laughter], person of life, who are now all up in Burngreave chewing knat mostly...I've see a lot of them when I go around and they are all telling me 'look after Doolar look after the boys'...because they don't want them to end up like them [Laughter]. The lucky ones have got a shop up on Bungraave and the not so lucky ones are just up there but doing khat

They had nowhere to go when their sports career ended and pretty much all of them ended when they left school...because they were lucky, they found a PE teacher who was interested in them, who supported them through that sport and then they left school at 16 and that was it. And, I must have had a dozen of those conversations in the last year.

So, I am determined, with my group of lads, I will pursue the long terms effort and development...and if it happens to be football, that's great. I'm not bothered when he is on £100,00 a week...he'll remember me! [Laughter] He'll remember me. And, I hope that they...you know, Mukhtar, the first week he got his wages at Sheffield Wednesday and he came to Woodburn Road and he took us all out for a curry...nice thing to do. He only earned £60 a week but he probably blew most of it...[Laughter]...feeding us all!

But, it's just that...he's watched...and again, he's helped kit out some other people because I helped kit him out and it's just a kind of...it's a process of modelling certain behaviour for youngsters...and if they can then take that on in the rest of their lives, then that's great...that's great!

And, I'm sure...the other side, the discipline side and everything else that comes with the sport...those are transferable skills...they can move onwards with those...as long as they stay away from Burngreave and khat, I'm not bothered!

INTERVIEWER:

So, where do you go from here...because you tend to be a bit of a one man show?
You're a catalyst for an awful lot that is happening. If you were taken out of the equation, what do you think would happen?

RESPONDENT:

Well, I hope someone else would pick it up and roll with it...but it probably wouldn't happen now...it probably wouldn't happen. You know, the thing with the coaching structure here was: there were coaches who had coached here for 10 years who didn't know each others first names...you know, who all used the facility and the facility, as you know, never really had a vision...in terms of all the coaches and athletes who were coming here, and coordinate that and develop that.

So, you'd like to think that some of the other coaches involved would do that but...that comes back to the state of coaching in this country, doesn't it, where it's all been amateurs and volunteers and the rest, you know. You've got to want...all the other coaches that are out there and virtually all of them in our sport are there as a volunteer and they do another job 9 to 5. You have a limited amount of time and energy, particularly if you have a family and you have all the other commitments in life.

So, I can understand why...you know, the amount of time I give to them, other people won't be able to replicate because of lifestyle and the rest. But, I'm hoping that we can get it to a level where...I'd like to have some coaches, some trained coaches, and I have encouraged brothers and the rest to get involved with the coaching and coach education but, to be honest, it hasn't really worked.

INTERVIEWER:

Why do you think?

RESPONDENT:

I just think...I don't think they can see any pathway with athletics! I think with football, there are obvious pathways. I just don't...I can't...you know, the coach that I originally had to work with Abdi, is no longer around. The guy that was helping me bring them down on the tram...he still comes and gets involved but it's on an ad hoc basis and, you know...its football, we can't compete. It's not a level playing field!

INTERVIEWER:

If you could actually tap into some of this money that has been sort of earmarked for sports, the millions, is there anything particular you would do with it?

RESPONDENT:

Well, I'd get some more spikes because those are starting to smell a bit, those ones in the corner. [Laugh] Kit and spikes...let's get the basics first! I'd probably buy a mini-bus, actually, because transports the biggest, the biggest thing. You know, where before we go away to a Young Athletes League competition, I'm driving around probably an hour, an hour and a half, collecting people to get them to their transport hub so they can get mini-bus to wherever or the bus to wherever to compete...3 or 4 competitions every summer there is transport provided by the club...but that's 3 or 4 out of 30...the rest of the time, its ferrying people backwards and forwards and relying on other athletes with cars to help me. Yea, that's the thing with the sports...it's the transport side...and then there's the bits like the entrance money and all the rest of it.

So yea, I could easily...if Sheffield Club came to me a few weeks back and they are putting in a funding proposal for money...well, I hope it works. It's the whole thing really...I'd love to be able to develop coaches and...you know, the average age of an athletics coach down here is probably somewhere in the 40's, maybe in the 50's. [Laughter]

...Yea, to be honest...not the sort of low level, level 1 or level 2 people who are here as students and want to earn a bit of money and work with the youngsters during the

fundamentals. I'm talking about the experienced coaches who are level 2 or above and who can deliver, at some level, some performance...development strength performance coaching.

And then you get that big age gap between the athletes and the coaches and that's ok but...[Laugh]

INTERVIEWER:

Sometimes it has its problems.

RESPONDENT:

It has its problems, yea...and I see all the money in the School Sports Networks and...the rest and I think that's great but I don't think...this facility is not made use of in the way it could be. And, I think maybe that now the focus on hubs and doing things in schools and doing things in communities...and that's great...I think sports hall athletics are fantastic but, you know [Laughter]...this is quite an impressive facility when you are a school kid and you walk out the tunnel and you come into the stadium and look at the track...I don't know.

There are so many different agencies and they are all competing for it...its really complicated here. You've got the clubs fighting each other, you've got the development officer with his clubs, with Hampshire, with City of Sheffield...and they all want members and they are all now involved in the club marketing and getting in all their agendas.

I tend to want to get on with the coaching and stay out of the club politics and...yea, develop the athletics and help them move onwards. So, I'd probably do equipment, transport and then look at the money for entry competitions and you know, getting into facilities. Warm weather training would be nice...a couple of weeks in Yemen...Yemen, that would be good! We've got some links there, yea! That would be nice...acclimatisation!

INTERVIEWER:

If kids had more sports to do...if ethnic minority kids particularly had more sports activities to do, are they less likely to be involved in antisocial behaviour...whether its crime, drugs, vandalism, gangs...whatever.

RESPONDENT:

I think on the level of self-esteem, you'd have to say yes. I think if people are feeling good about themselves and feel like they are part of the community, at some level, certainly where they are living, they are less likely to trash it. [Laugh]

Yea, I would say so...because it's about respect, isn't it, and without sounding clichéd, if you have some level of respect for whatever is...person, building, institution, whatever...then you tend to behave in a certain way towards it...or let's say you don't behave...[Laugh]...even if you were encouraged to do so by your peers.!

Again, we're quite gender specific here, I suppose, aren't we...but we are talking about boys, so...

INTERVIEWER:

Well, with the Somali community, it has tended to be talking about boys...even the interviews I did with Somali boys and Somali girls, the responses are very different.

RESPONDENT:

...Although, some of the violent stuff that's happened on transport between those 2 worlds has involved Somali girls in their city and various schools. But, that's usually been a result of racism that they have been suffering for an extended period of time and they've gotten to a point where they've snapped and something's happened. But like you say, it all happens on the one little bus route through their 2 worlds. And, there isn't a 'roaming around the town at night' tribal mentality to it like there is with the boys.

INTERVIEWER:

With the Somali boys...there is so much more a prevalence of anti-social behaviour, but it's different. The Somalian anti-social behaviour appears to be different from other parts of the African...other African kids, especially Afro-Caribbean kids...which, again, is different than anti-social behaviour of a lot of the white kids...but it's also probably due to where you get sort of concentrations of those kids living and the sorts of things that happen in those areas.

RESPONDENT:

I mean, I've just been...the last few weeks we've just been going around the Bowl (around Don Valley Bowl area) exploring routes, running routes around here...just because there was the Great Yorkshire Run...and that's the Pakistani gang's territory, all that. Now, previously when we've been going out there, there's been a certain amount of verbal, but you just kind of get over it...they don't move out of your way, you know, there's a big group and you run around them and the rest of it. But, since I've been out with my Somali boys...and 2 of my lads live up in Darnall, it's been very different! And, people have moved out of our way, there's been a bit of bantering and stopping and talking. So, you see a change in dynamic there...nothing has been thrown! [Laugh] It was a great idea to build all those tram lines to put all those thousands of pounds worth of missiles in between all the tram tracks! [Laughter] That was a real fault, that!

So, even on some level there...and there was even an incident where a group of Pakistani lads decided to try and liberate someone's bicycle from someone whilst they were on it but then they recognized the lad who was on it, who was a black African lad, and got told to leave him alone. I didn't have to get involved...I just stood and watched it all. What I was trying to say was, because there was a level of respect: 'oh, it's so and so...he does this...and we've seen him in the newspaper and we've seen them and we know who they are'. All he was doing was riding his bike around; I was showing him the route that he was going to be racing, and he was on his bike because he was timing it and I was sort of with him...and there was a level of respect there for who he was as the athlete and didn't have the issues...that I might have, had I been riding the bike!

...Until I stood up! [Laughter] But, there was...yea, that angle, you could see it playing out even there. It would have been a classic anti-social behaviour set-up, that...particularly in this area, as well. In that sense, I suppose in that sense, it's similar to what we've been talking about...although there are these great sports facilities, how many members of the Pakistani community actually access them?

...Apart from the men in the gym here...or the combat sports next door, maybe...and that's it.

INTERVIEWER:

Is there anything else you'd like to add?

RESPONDENT:

No, I've probably worn out the tape...

Appendix 6

Selected Questionnaire Results

Fig A Percentage of all non-white questionnaire respondents

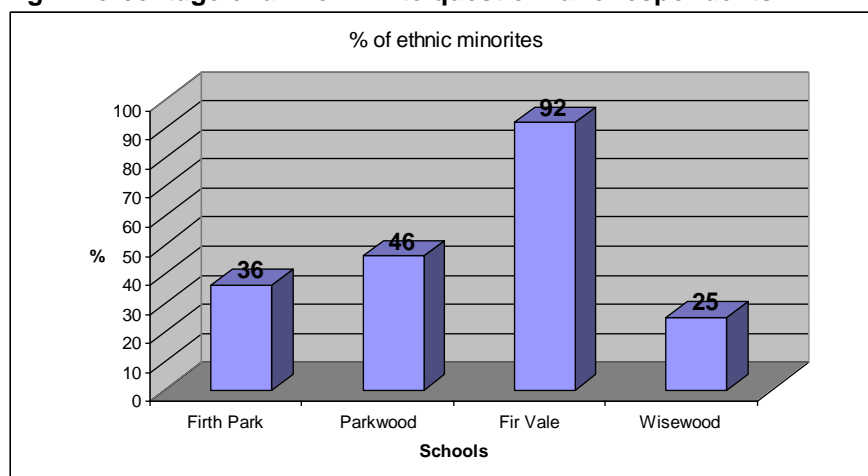


Table B Table to show the number of people residing in each household broken down by ethnicity.

Number of people in each households (including pupil questioned)									
	2	3	4	5	6	7	Not Stated	Total	Average Occupancy
African	3	4	12	14	10	0	0	43	4.6
Pakistani	1	0	6	12	15	12	2	48	5.4
All Mixed Race	0	7	6	11	8	1	0	33	4.7
White	13	40	75	44	21	3	3	199	4.1
All Pupils	19	54	106	103	87	19	4	392	4.6

Table C Table to show composition of single parent / guardian families

Ethnic Group	No of pupils living in single parent Households (% of total)		Composition		
	No	%	Mother (includes step mother)	Father (includes step Father)	Guardian (includes foster parents / in care)
African	3	6.9%	1	2	0
Pakistani	1	2.1%	1	0	0
All Mixed Race	0	0%	0	0	0
White	13	6.5%	9	3	1
All Pupils	19	5%	11	6	2

Table D Table to show distinguishing characteristics of households

Ethnic Group	Households containing 'Step / Half' parents or siblings (% of total)		Households with Grand parents (% of total)	
	No	%	No	%
African	13	30.2%	0	0%
Pakistani	0	0%	5	10.4%
All Mixed Race	7	21.1%	0	0%
White	33	16.6%	6	3%
All Pupils	55	14.0%	13	3.3%

Graph E showing the relationship between car ownership and household occupancy

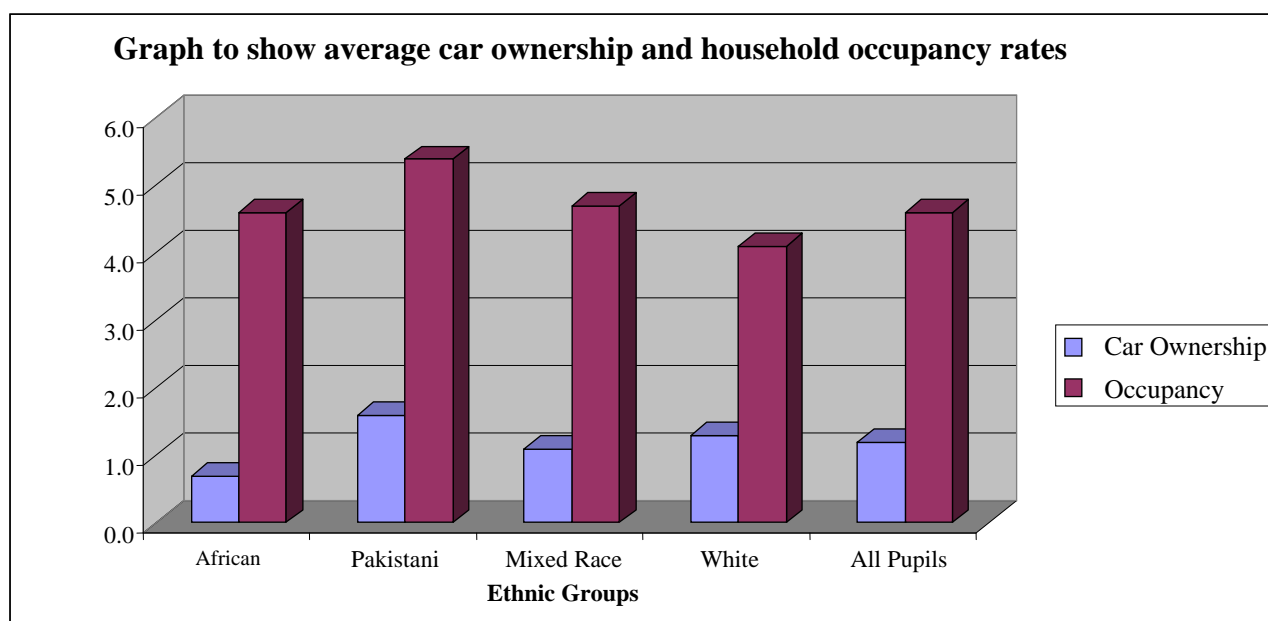


Table F The range of activities with over 75% participation rates (curriculum and extra curricular)

Sport/ Activity	White Female	White Male	Pakistani Female	Pakistani Male	African Female	African Male	Mixed Race Female	Mixed Race Male	All Female	All Male
Athletics	Ath	Ath	Ath	Ath		Ath	Ath	Ath	Ath	Ath
Badminton	Bad	Bad	Bad				Bad	Bad	Bad	Bad
Basketball	Bask	Bask	Bask		Bask	Bask	Bask	Bask	Bask	Bask
Cricket	Crick	Crick	Crick	Crick		Crick			Crick	Crick
Dance	Dan		Dan						Dan	
Football	Foot	Foot	Foot	Foot		Foot			Foot	Foot
General Fitness		Fit					Fit		Fit	Fit
Gym	Gym		Gym						Gym	
Hockey	Hock								Hock	
Netball	Net								Net	
OAA										OAA
Rounders	Round	Round	Round		Round		Round		Round	Round
Rugby League										Rugby League
Rugby Union										Rugby Union
Softball									Soft	Soft
Table Tennis									Tten	Tten
Tennis	Ten	Ten							Ten	Ten

Table G Participation in Out of Hours Activities (OSHL) based in school

	Number of pupils who attend clubs	Percentage of total population	Number of clubs attended	The Range of After school / lunchtime/ weekend Clubs attended
White Female	11	14%	15	Football; Rounders; Basketball; Aerobics; Rugby League; Fitness; Gymnastics
White Male	24	20%	37	Duke of Edinburgh; Athletics; Cricket; Rugby League; Badminton; Football; Table Tennis
Pakistani Females	0	0%	0	
Pakistani Males	3	14%	5	Weight Training; Table Tennis, Football
African Females	12	48%	14	Badminton; Football; Basketball
African Male	2	11%	2	Football; Basketball
Mixed race Females	0	0%	0	
Mixed race Male	1	8%	1	Duke of Edinburgh

Table H Participation in Sports / Activity Clubs outside school

	Number of pupils who attend clubs	Percentage of total population	Number of clubs attended	
All Females	56	(31%)	60	
All Males	80	(37%)	146	
				The Range of Clubs attended
White Female	20	26%	36	Bowling; Dance (City Dance Club, Ballet, Jazz Dance, Tap Dancing); Table Tennis; Football (Sheffield United FC, Sheffield Rangers FC); Karate; Swimming; Step Aerobics; Rugby League; Trampoline
White Male	58	48%	101	Football (Ecclesfield Red Rose FC, Riverside Park FC, Chapeltown FC, Sheffield Rangers FC, Sheffield Boys FC, Hallam & Redmires JFC, Hillsborough Pumas FC, Sheffield Wednesday Boys FC, Chantry Bowmen FC, Middlewood Boys FC, Grenocide FC) Cricket (Shiregreen CC, Bradford CC); Gym; Swimming; Thai Boxing; Tennis; Badminton; Living for Sport; Boxing; Karate; Army Cadets, Rugby League.
Pakistani Females	0	0%	0	
Pakistani Males	5	24%	13	Hotshots Basketball; Youth Club; St Thomas Boys Club; Boxing; Cricket; Football
African Females	14	56%	15	Fitness; Running; Athletics
African Male	11	61%	12	Badminton, Break Dance; Thorncliffe FC
Mixed race Females	7	35%	7	Multiple Heritage Club; Dance; Gymnastics
Mixed race Male	4	31%	7	Football (Red Rose FC); Boxing; Shiregreen Cricket Club; Basketball; Kick Boxing

Table I Activities pupils would like to do in the future, by ethnicity

	White Female	White Male	Pakistani Female	Pakistani Male	African Female	African Male	Mixed Race Female	Mixed Race Male	All Females	All Males
Archery										Archery
Boxing			Boxing					Boxing	Boxing	Boxing
Canoe					Canoe				Canoe	
Cricket					Cricket				Cricket	
Fishing					Fishing				Fishing	
Horse Riding			Horse Riding		Horse Riding				Horse Riding	
Judo										Judo
Karate			Karate		Karate				Karate	
Martial Arts					M Arts				M Arts	
Mountain Bike										Mountain Bike
OAA			OAA						OAA	
Rugby League										Rugby League
Skate Board										Skate
Squash					Squash				Squash	
Swimming									Swim	Swim
Volleyball										Volley

*OAA – Outdoor Adventurous Activities

Table J Additional activities included in pupils responses.

Ethnic Group	Additional Activities
African Male	Tai-Kwando
Pakistani Female	Rock Climbing; Yoga
Mixed Race Male	Tai Kwando
All Females	Yoga; Qi gong; Rock Climbing
All Males	Motor Cross; Free Running; Snooker; Fencing; Kick Boxing; Bouldering; Tai-Kwando
African Female; Pakistani Male; Mixed Race Female; White Female; White Male None Stated	

Fig K Perceptions of the importance of sport
[Q – Taking part in sport is more important for boys than girls]



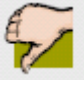

								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	14%	8%	11%	17%	42%	3%	6%
Pakistani Females	27	22%	4%	19%	15%	33%	4%	4%
Mixed race Females	20	15%	5%	5%	15%	45%	0%	15%
White Female	77	30%	3%	14%	6%	39%	3%	5%
All Females	178	20%	5%	13%	11%	40%	2%	8%
African Male	18	0%	0%	0%	24%	59%	12%	6%
Pakistani Males	21	0%	10%	24%	14%	24%	14%	14%
Mixed race Male	13	0%	0%	8%	8%	77%	0%	8%
White Male	122	15%	10%	7%	14%	42%	4%	8%
All Males	214	8%	9%	7%	15%	45%	6%	10%

Table L Perception of sufficient provision of local activities for girls
[Q – I think there are enough activities for girls in my local area]



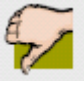

								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	19%	11%	14%	8%	14%	28%	6%
Pakistani Females	27	15%	30%	30%	0%	11%	7%	7%
Mixed race Females	20	10%	20%	15%	15%	20%	10%	10%
White Female	77	13%	9%	35%	6%	13%	18%	5%
All Females	178	15%	13%	26%	6%	15%	16%	10%
African Male	18	0%	12%	15%	9%	35%	24%	6%
Pakistani Males	21	5%	38%	14%	10%	5%	14%	14%
Mixed race Male	13	31%	46%	15%	0%	0%	0%	8%
White Male	122	9%	7%	20%	11%	25%	18%	9%
All Males	214	8%	15%	17%	9%	23%	17%	10%

Fig M – Perceptions of sufficient activities for girls analysed by African Male respondents

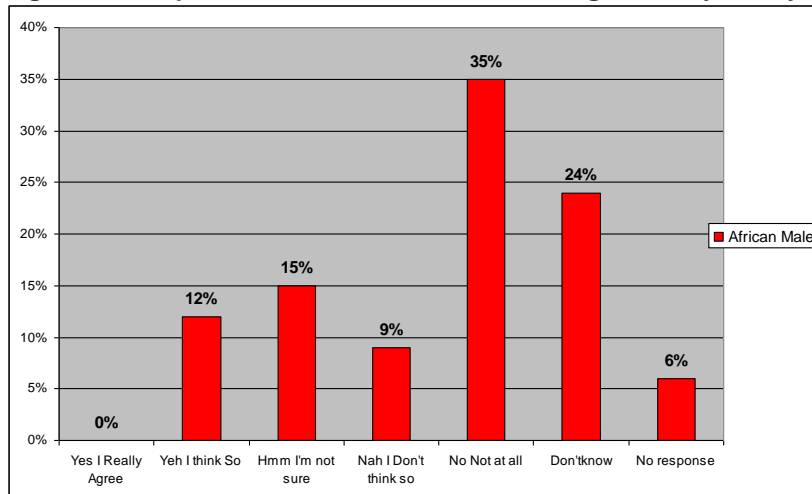


Fig N – Perceptions of sufficient activities for girls analysed by Mixed Race Male respondents

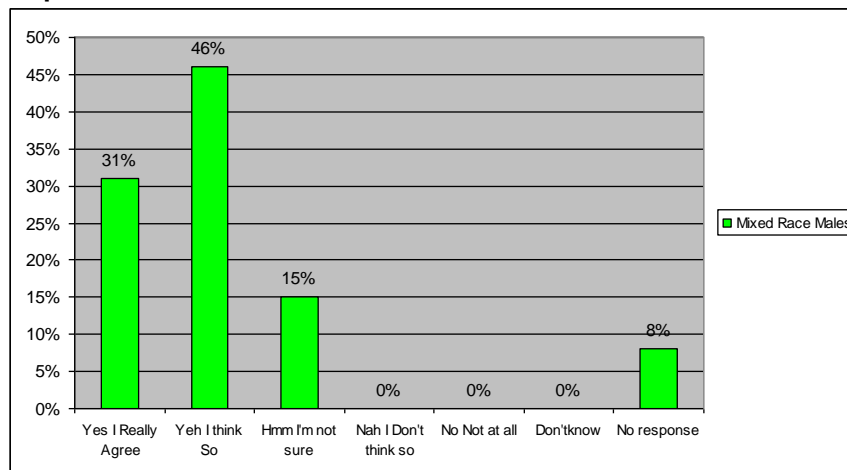


Table O - Perception of sufficient opportunities for boys
[Q – I think there are enough opportunities for boys in my local area]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	44%	14%	14%	3%	3%	6%	17%
Pakistani Females	27	26%	33%	15%	4%	0%	11%	11%
Mixed race Females	20	45%	25%	15%	5%	0%	0%	10%
White Female	77	44%	18%	18%	1%	6%	5%	6%
All Females	178	40%	20%	16%	3%	4%	5%	13%
African Male	18	15%	47%	9%	3%	6%	18%	3%
Pakistani Males	21	43%	43%	0%	0%	0%	0%	14%
Mixed race Male	13	38%	23%	15%	8%	0%	8%	8%
White Male	122	30%	25%	17%	2%	5%	9%	12%
All Males	214	30%	27%	14%	2%	5%	8%	13%

Table P Perceptions of sufficient competitive opportunities
[Q – There are lots of competitions I can enter]



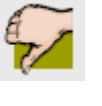

								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	17%	33%	19%	8%	8%	6%	6%
Pakistani Females	27	15%	33%	26%	4%	4%	11%	11%
Mixed race Females	20	20%	30%	20%	5%	10%	5%	10%
White Female	77	34%	16%	23%	8%	13%	1%	5%
All Females	178	25%	24%	22%	6%	10%	4%	10%
African Male	18	3%	38%	9%	24%	15%	9%	3%
Pakistani Males	21	14%	10%	38%	19%	0%	5%	14%
Mixed race Male	13	31%	31%	15%	8%	8%	0%	8%
White Male	122	13%	26%	20%	12%	12%	7%	8%
All Males	214	14%	25%	21%	14%	11%	7%	9%

Table Q Perceptions of parental participation in sport
[Q – My parents / guardians regularly take part in sport]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	19%	14%	19%	11%	14	11%	1%
Pakistani Females	27	7%	19%	22%	11%	15%	11%	11%
Mixed race Females	20	10%	25%	20%	15%	15%	5%	10%
White Female	77	18%	16%	19%	14%	21%	6%	5%
All Females	178	15%	16%	19%	13%	19%	7%	11%
African Male	18	0%	18%	18%	12%	41%	6%	6%
Pakistani Males	21	10%	24%	38%	5%	10%	0%	14%
Mixed race Male	13	13	31%	23%	0%	15%	15%	8%
White Male	122	75%	13%	0%	4%	0%	1%	6%
All Males	214	11%	16%	15%	15%	25%	5%	13%

Fig R Perceptions of ease of accessing sports facilities analysed by Pakistani Females

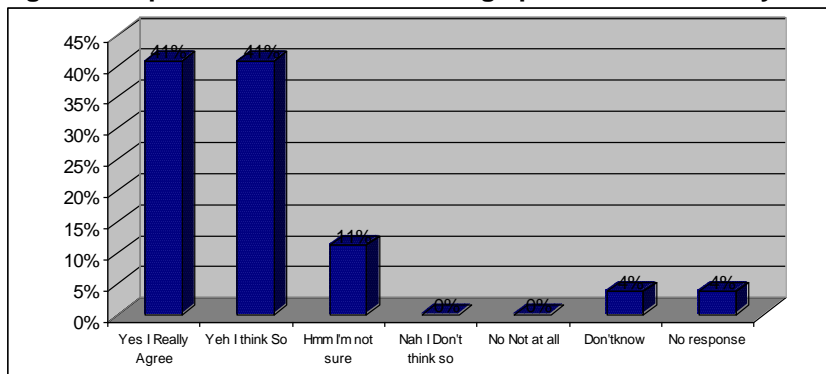


Fig S Perceptions of ease of accessing sports facilities analysed by Pakistani male

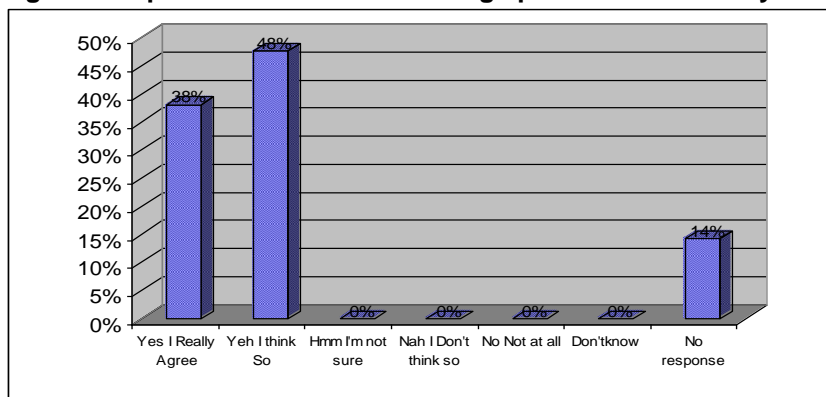


Fig T Perceptions of ease of accessing sports facilities analysed By African Female

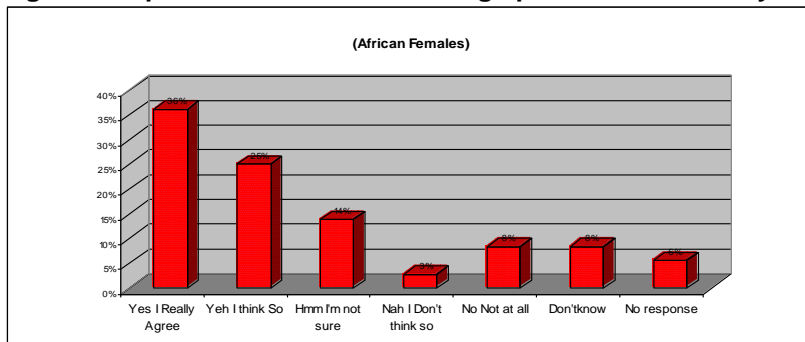


Fig U Perceptions of ease of accessing sports facilities analysed By African Male

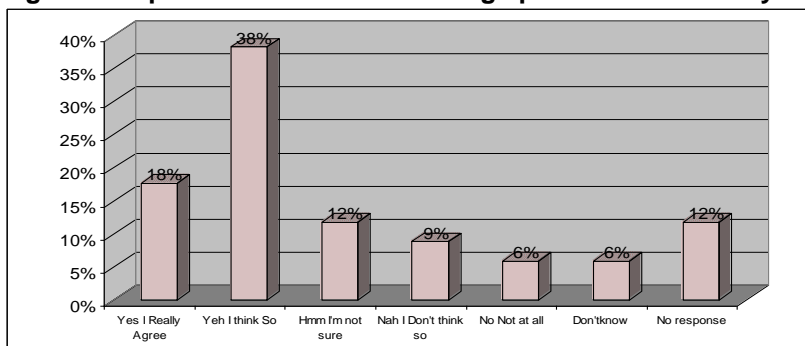


Table V - Perceptions of attitudes towards school
[Q – I look forward to going to school when I get up in the morning]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	3%	8%	33%	11%	25%	0%	19%
Pakistani Females	27	0%	11%	30%	7%	44%	7%	7%
Mixed race Females	20	5%	5%	35%	15%	10%	0%	30%
White Female	77	4%	14%	21%	9%	29%	3%	21%
All Females	178	8%	11%	25%	10%	29%	1%	16%
African Male	18	3%	15%	12%	29%	29%	6%	6%
Pakistani Males	21	5%	19%	14%	14%	29%	0%	19%
Mixed race Male	13	0%	23%	15%	8%	38%	0%	15%
White Male	122	18%	18%	14%	12%	29%	2%	7%
All Males	214	13%	15%	14%	12%	27%	2%	18%

Table W - Perceptions of understanding what will get pupils into trouble at school.
[Q – I understand what will get me into trouble at school]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	56%	22%	17%	0%	0%	6%	0%
Pakistani Females	27	44%	33%	15%	0%	0%	4%	4%
Mixed race Females	20	30%	35%	15%	0%	0%	0%	20%
White Female	77	43%	18%	16%	5%	3%	3%	13%
All Females	178	46%	20%	14%	2%	2%	3%	12%
African Male	18	50%	26%	9%	6%	3%	0%	6%
Pakistani Males	21	43%	33%	5%	0%	0%	0%	19%
Mixed race Male	13	38%	23%	15%	8%	0%	0%	15%
White Male	122	30%	51%	9%	4%	2%	3%	0%
All Males	214	35%	33%	8%	4%	2%	2%	15%

Table X - Perceptions of understanding what will get pupils into trouble in the community
[Q – I understand what will get me into trouble in the community]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	44%	28%	6%	0%	3%	6%	14%
Pakistani Females	27	44%	37%	7%	0%	4%	7%	7%
Mixed race Females	20	30%	25%	20%	0%	0%	5%	20%
White Female	77	32%	25%	8%	12%	6%	4%	13%
All Females	178	41%	24%	8%	5%	4%	4%	13%
African Male	18	50%	26%	12%	3%	3%	0%	6%
Pakistani Males	21	48%	14%	14%	5%	0%	0%	19%
Mixed race Male	13	38%	15%	15%	15%	0%	0%	15%
White Male	122	33%	33%	4%	2%	7%	7%	13%
All Males	214	37%	29%	6%	3%	5%	4%	15%

Table Y Perceptions of safety

[Q – I feel safe playing outside when it is dark]





								
Ethnic Group	Sample Size	Yes I Really Agree	Yeh I think so	Hmm I'm not sure	Nah I don't think so	No Not at all	Don't know	No response
African Females	25	17%	17%	25%	11%	19%	3%	8%
Pakistani Females	27	7%	15%	19%	30%	22%	4%	4%
Mixed race Females	20	15%	30%	30%	10%	5%	0%	10%
White Female	77	18%	17%	17%	17%	18%	1%	12%
All Females	178	17%	16%	18%	16%	19%	2%	13%
African Male	18	15%	9%	18%	9%	41%	3%	6%
Pakistani Males	21	19%	19%	24%	5%	10%	5%	19%
Mixed race Male	13	23%	15%	0%	8%	38%	0%	15%
White Male	122	16%	18%	18%	17%	15%	3%	12%
All Males	214	19%	15%	17%	14%	18%	3%	14%

Table Z - Perceptions of problems related to drugs

[Q – How much of a problem do you think drugs misuse is in the area where you live]



							
Ethnic Group	Sample Size	Really Bad problem	Quite bad problem	A bit of a problem	Not a problem at all	Don't know	No response
African Females	25	33%	11%	22%	14%	19%	0%
Pakistani Females	27	19%	15%	37%	11%	7%	7%
Mixed race Females	20	35%	10%	20%	10%	5%	20%
White Female	77	25%	16%	14%	23%	6%	16%
All Females	178	25%	14%	20%	15%	10%	16%
African Male	18	15%	12%	29%	15%	26%	3%
Pakistani Males	21	29%	19%	14%	19%	0%	19%
Mixed race Male	13	8%	31%	15%	15%	15%	15%
White Male	122	21%	23%	16%	11%	12%	17%
All Males	214	21%	21%	15%	12%	13%	19%

Table AA - Perceptions of the problems with Gangs

[Q – How much of a problem do you think gangs are in the area where you live]



							
Ethnic Group	Sample Size	Really Bad problem	Quite bad problem	A bit of a problem	Not a problem at all	Don't know	No response
African Females	25	44%	19%	25%	8%	3%	0%
Pakistani Females	27	33%	30%	30%	0%	4%	4%
Mixed race Females	20	35%	35%	10%	10%	0%	10%
White Female	77	31%	25%	21%	6%	4%	13%
All Females	178	32%	25%	20%	7%	3%	13%
African Male	18	9%	29%	35%	6%	15%	6%
Pakistani Males	21	38%	24%	10%	10%	0%	19%
Mixed race Male	13	23%	31%	0%	23%	0%	23%
White Male	122	28%	23%	25%	6%	5%	13%
All Males	214	27%	24%	21%	7%	5%	15%

Table AB Perceptions of bullying

[Q – How much of a problem do you think bullying is in the area where you live]





							
Ethnic Group	Sample Size	Really bad problem	Quite bad problem	A bit of a problem	Not a problem at all	Don't know	No response
African Females	25	19%	36%	19%	14%	11%	0%
Pakistani Females	27	7%	19%	41%	22%	7%	7%
Mixed race Females	20	15%	20%	25%	10%	10%	20%
White Female	77	25%	8%	25%	25%	5%	13%
All Females	178	19%	15%	25%	19%	6%	16%
African Male	18	0%	12%	29%	35%	18%	6%
Pakistani Males	21	24%	19%	24%	14%	0%	19%
Mixed race Male	13	31%	23%	23%	8%	0%	15%
White Male	122	20%	20%	20%	20%	7%	12%
All Males	214	16%	17%	23%	17%	7%	19%

Table AC Perceptions of Vandalism

[Q – How much of a problem do you think vandalism is in the area where you live]

							
Ethnic Group	Sample Size	Really bad problem	Quite bad problem	A bit of a problem	Not a problem at all	Don't know	No response
African Females	25	56%	8%	11%	14%	11%	0%
Pakistani Females	27	26%	33%	19%	11%	4%	4%
Mixed race Females	20	15%	25%	35%	10%	5%	10%
White Female	77	32%	19%	12%	18%	6%	12%
All Females	178	32%	20%	15%	13%	7%	13%
African Male	18	6%	26%	24%	29%	9%	6%
Pakistani Males	21	38%	19%	19%	5%	0%	19%
Mixed race Male	13	8%	46%	23%	0%	0%	23%
White Male	122	48%	25%	10%	1%	5%	12%
All Males	214	24%	25%	22%	9%	4%	15%